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ABSTRACT

This document is the appendix of ED 085 407. It contains six sections: (1) a summary of recommendations for a Head Start program proposed by a panel of experts at the request of the Office of Economic Opportunity in 1964; (2) Head Start Fact Sheet for Fiscal Year 1971; (3) List of Initial Explanatory Variables, 1968-69; (4) Cross Tabulations of Child, Family and Program Variables; (5) Gain Score Class Averages for 1967-68 and 1968-69 Program; and (6) Relationships of Child, Family and Program Variables to Gain Scores. (MLP)

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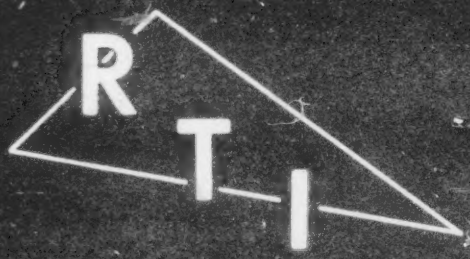

RESEARCH TRIANGLE INSTITUTE

Project No. 22U-581

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

December 1972

Final Report

A REPORT ON TWO NATIONAL SAMPLES OF HEAD START CLASSES: SOME ASPECTS OF CHILD DEVELOPMENT OF PARTICIPANTS IN FULL YEAR 1967-68 AND 1968-69 PROGRAMS

APPENDIXES

TM 003 061

Prepared for

The Bureau of Head Start and Early Child Development
Office of Child Development
Department of Health, Education and Welfare

Under

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by

Research Triangle Institute
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Research Triangle Park, North Carolina 27709

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Appendix A

The Cooke Memorandum

FEBRUARY 19, 1965

RECOMMENDATIONS FOR A HEAD START PROGRAM

BY

PANEL OF EXPERTS

CHAIRED BY DR. ROBERT COOKE
JOHNS - HOPKINS UNIVERSITY

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF CHILD DEVELOPMENT
WASHINGTON, D.C. 20201

1971

IMPROVING THE OPPORTUNITIES AND ACHIEVEMENT OF THE CHILDREN OF THE POOR

1. There is considerable evidence that the early years of childhood are the most critical point in the proverty cycle. During these years the creation of learning patterns, emotional development and the formation of individual expectations and aspirations take place at a very rapid pace. For the child of poverty there are clearly observable deficiencies in the processes which lay the foundation for a pattern of failure--and thus a pattern of proverty--throughout the child's entire life.

2. Within recent years there has been experimentation and research designed to improve opportunities for the child of poverty. While much of this work is not yet complete there is adequate evidence to support the view that special programs can be devised for these four and five year olds which will improve both the child's opportunities and achievements.

3. It is clear that successful programs of this type must be comprehensive, involving activities generally associated with the fields of health, social services, and education. Similarly it is clear that the program must focus on the problems of child and parent and that these activities need to be carefully integrated with programs for the school years. During the early stages of any programs assisted by the Office of Economic Opportunity it would be preferable to encourage comprehensive programs for fewer children than to attempt to reach vast numbers of children with limited programs. The Office of Economic Opportunity should generally avoid financing programs which do not have at least a minimum level and quality of activities from each of the three fields of effort.

4. The need for an urgency of these programs is such that they should be initiated immediately. Many programs could begin in the summer of 1965. These would help provide a more complete picture of national needs for use in future planning.

5. The objectives of a comprehensive program should include:

   A. Improving the child's physical health and physical abilities.

   B. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.

   C. Improving the child's mental processes and skills with particular attention to conceptual and verbal skills.

   D. Establishing patterns and expectations of success for the child which will create a climate of confidence for his future learning efforts.

E. Increasing the child's capacity to relate positively to family members and others while at the same time strengthening the family's ability to relate positively to the child and his problems.

F. Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems.

G. Increasing the sense of dignity and self-worth within the child and his family.

6. The comprehensive program should be tailored to the needs of the individual community and the individual child. It should embrace activities designed both to evaluate the child's problems and to provide remedial and developmental services.

A. Evaluation of the Child

Many of these children have been totally neglected in terms of health evaluations and services since infancy. The listing below indicates highly desirable evaluation elements, but inclusion of particular elements should generally be at the option of the community. The Office of Economic Opportunity should request some common types of data as a result of evaluations for the purpose of assessing general problems among the poor.

(1) Medical assessment.
Pediatric and neurologic physical measurements, assessment of nutrition, vision, hearing and speech, and selected tests for TB, anemia and kidney disease.

(2) Dental examination.

(3) Screening for special problems and special strengths in intellectual functioning, social and emotional development and family organization so that programs may be designed and adapted to the needs of the individual child.

It is anticipated that both professional and non-professional personnel can be mobilized to assist in the carrying out of evaluations.

B. Remedial and Developmental Health Programs should be designed to

(1) include immunization for polio, diphtheria, tetanus, measles, and smallpox whenever necessary.

(2) correct disorders through the use of existing health facilities in the medical, psychiatric, psychological, and dental fields. Assist the provision of required appliances such as eyeglasses and hearing aids.

(3) establish continuity of health services to meet the child's needs.

(4) develop family awareness of community health resources and the need for their use.

(5) establish sound nutritional practices by providing food to program participants as well as educating families in the selection and preparation of foods in the home.

(6) transmit pertinent health information to school systems.

C. Social service programs should be designed so as to

(1) identify social service needs of children and their parents including such physical items as housing, clothing and food as well as emotional needs that must be met to help children and families get involved in and make appropriate use of these programs.

(2) make known existing social service resources and encourage families to make use of them.

(3) provide at least a minimum of individual and group counseling and advisory services for children and adults where these are not available.

(4) insure that services are available on a continuing basis so that individuals and families can continue to get help as needed.

D. It should be recognized that children of the poor do not represent a homogeneous group. Rather these children differ greatly in the diverse patterns of strengths and weaknesses which characterize their behavior. In general, however, they have not had the kinds of experiences and opportunities which are available to more economically advantaged families. Consequently many of these children enter school disadvantaged in their ability to utilize the typical school setting. In order to overcome the disadvantages from which any child may suffer, it is important to identify the child's special needs. Individual children may have needs which can be dealt with in these programs such as

(1) more adequate and varied world experiences in order to develop conceptual and language competence.

(2) far more life experiences of success to supplant the frequent unsatisfying and unrewarding patterns of failure or the avoidance of failure.

(3) far more positive experiences with authority figures such as policement, teachers, health and welfare workers.

(4) a daily living environment which will help them to develop a positive concept of self and to reduce the strong feeling of alienation from groups other than their own.

(5) a consistent warm relationship with people in many areas of their lives.

(6) opportunity to identify with preadolescent and adolescent "models" as well as adult "models".

Based on these needs it is clear that programs should be designed so as to

(1) provide for activities to be carried out in small groups (e.g. four or five children) and, as seems desirable, on an individual basis.

(2) provide a flexible schedule and program oriented to the needs of the individual child.

(3) maximize the opportunities for the child to succeed in what he is doing.

(4) utilize all available techniques and devices to increase the child's knowledge of self and encourage general exploration and manipulation of the environment. Develop such imaginative techniques as role playing, doll play, puppetry and dramatic activities. Use both common materials such as sand, water and wood and devices such as records, tapes and films to carry out the program.

(5) provide maximum variety of and opportunities for communication with special emphasis on concersation to strengthen verbal skills.

(6) encourage the use of selected volunteers as aides and assistants in certain activities. These volunteers could be as young as ten years old and should include teenagers and college students as well as adults. There should be persons from circumstances similar to the child's, as well as from differing socio-economic, racial and ethnic groups. Volunteers should find participation a wholesome outlet for realizing their social and ethical values.

(7) introduce a variety of adult figures of different races and socio-economic groups, including authority figures, so that the children can learn to understand and appreciate the variety of roles in our society.

(8) provide maximum flexibility in time scheduling so as to adapt to the circumstances of individual children and parents. Thus, some programs may be part-day, part-week; others full day, full week. Some may concentrate activities in morning or afternoon; others disperse them throughout the day; some may use evening periods for more parent participation.

(9) acquaint the child with aspects of the world of work and play such as parks, zoos, libraries, stores, farms, and factories.

Parents should be involved both for their own and their children's benefit. Many of them have deep feelings of love and aspiration for their children which can be capitalized upon in this program. These parents

- have many of the same feelings and attitudes as their children
- need individualized attention
- need success experiences along with their children

Parent participation programs should be designed so as to

(1) assist in planning the program of the center; its hours, location, program, etc.

(2) help in acquainting the neighborhood with the services for children offered by the center.

(3) deepen understanding on the part of the center's professional staff of the life of the neighborhood.

(4) participate in the parent education program of the center which should, in part, help parents deal with general and specific problems of child-rearing and home-making.

(5) provide supervision for other children of parents who are assisting in the center or are visiting the center as part of a parent education program.

(6) fill many of the non-professional, sub-professional, and semi-professional roles necessary for accomplishing the above purposes and for the general conduct of the program such as

a. teacher aides for

1. liaison with parents

2. escorting children to and from the center

3. conducting small groups of three to five children on trips

4. adding specialized skills like singing, playing musical instruments, painting

5. general assistance

b. constructing and repairing equipment, toys, etc.

c. maintenance

d. cooking and serving food

7. There are a number of substantial logistical problems which will have to be met rapidly

A. Space must be provided which can meet standards of health and safety. Schools, churches, community rooms and settlement houses offer possibilities.

B. Equipment, including furniture, toys, play equipment, learning devices, and books are essential to successful programs. There is a need for the development of new types of materials adapted to the special needs of these children. Similarly there is a real need to find ways of reducing the cost of materials from their present high levels.

Complementing local programs should be a national program of research and development for the continuing development of an appropriate, well-planned educational program that involves and stimulates children with real things. An effort must be made to attach first-rate people to the initial effort of developing new materials for these programs. Research and development groups could use child development centers as laboratories for continuing study and production of new materials for pre-school teaching.

C. Personnel recruitment and training represents perhaps the most difficult logistical need. The numbers of health, social services, and educational personnel trained to work with young children are relatively small. The numbers trained to work with <u>disadvantaged</u> young children are only a fraction of the total. It is apparent, therefore, that heavy reliance must be placed on specially designed training programs which can be developed and implemented by early summer. Additional programs should be developed for subsequent training. Consultant supervision should be used to further training on the job. These programs should be individually adapted to the needs of

- professional personnel
- volunteers
- paid neighborhood personnel

D. Many communities do not have the technical competence necessary to develop programs. The Office of Economic Opportunity* should

- arrange for the publication of informational materials
- arrange for universities, medical centers, or other qualified organizations to provide assistance to communities which need help

Special efforts should be made to reach out to communities which have traditionally shown the least capacity to create programs and where the need is often great.

E. Research and evaluation should be a key part of both local and national efforts. The Office of Economic Opportunity should arrange for independent assessment of local programs for purposes of identifying successful techniques and programs. Such information should be widely and quickly disseminated to help other local communities improve their programs.

*Following these recommendations, the Head Start program was incorporated into the Community Action Program of the Office of Economic Opportunity. In July, 1969, the program was delegated to the Department of Health, Education, and Welfare.

Appendix B

FY 1971 Head Start Fact Sheet

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of the Secretary
Office of Child Development
Washington, D.C. 20201

PROJECT HEAD START STATISTICAL FACT SHEET
FISCAL YEAR 1971

Head Start Budget - $360.0 million

Head Start Full-Year Programs	-	$278.3 million
Head Start Summer Programs	-	46.6 million
Parent and Child Centers	-	5.0 million
Evaluation	-	2.5 million
Career Development and Technical Assistance	-	18.0 million
Experimental Programs	-	3.2 million
Program Direction		6.5 million

Head Start Programs

Total number of programs, 1971	-	1,663
Total number of children enrolled	1971 -	415,800
Total number of children enrolled since inception of Head Start		4,183,400

Head Start Full-Year Programs

Total number of programs:		
50 States (including 108 Indian and Migrant programs)	-	1257
Puerto Rico	-	5
Virgin Islands	-	3
Pacific Islands Trust Territories	-	3

Total number of children enrolled - 275,586

Total number of personnel:

Professional	-	20,247
Nonprofessional	-	34,793
Volunteers	-	956
Average cost per child	-	$1,109

Location of sites:
Urban - 60 percent
Rural - 40 percent

Head Start Summer Programs (summer session in 1971)

Total number of programs 503
Total number of children enrolled - 118,125
Total number of personnel:
Professional - 8,595
Nonprofessional - 14,719
Volunteers - 27,301

Average cost per child - $234

Federal contribution - 80 percent
Local contribution - 20 percent

Aggregate number of hours per child - 120

Parent and Child Centers

Total number of programs - 33
Total number of children enrolled - 9,646 (2,802 are ages 0-3: 6,844 are siblings)
Total number of families served - 2,285
Federal contribution - 80 percent
Local contribution - 20 percent

PROJECT HEAD START

FISCAL YEAR	CHILDREN ENROLLED (Summer and Full Year)	FEDERAL HEAD START BUDGET
1965	561,000	$ 96.4 (Summer program only)
1966	733,000	198.9
1967	681,400	349.2
1968	693,900	316.2
1969	663,600	333.9
1970	434,800	325.7
1971	415,800	360.0
1972 Estimate	382,983	376.8

ESSENTIAL PRECEPTS

Head Start is a new and comprehensive national program, drawing together the disciplines, the knowledge and the resources of a variety of related fields. It is an attempt to meet the total needs of the child from a low-income family--emotional, intellectual, medical, nutritional, and societal. Head Start is not a kindergarten, nor a substitute for it.

HOW HEAD START OPERATES

The program, administered regionally, operates through a network of regional coordinators, community representatives, regional training officers in each State and Territory, State technical assistance offices, 800 consultant-experts in the various disciplines, and 800 consultants who are members of the American Academy of Pediatrics.

The staff in Washington directs the following activities: field operations, evaluation, career development, general training and technical assistance, health, nutrition, volunteers, medical and dental and psychological services, social services, education, parent programs, summer orientation, day care, follow through liaison, and parent and child centers for children under 3 years of age and their families.

ACCOMPLISHMENTS

1. Total number of children served to date - 4,183,400.

2. More than 7,500 low-income employees of full-year Head Start programs are now enrolled in college-level training for 2 year and 4 year degrees at approximately 298 colleges and universities in 49 states, Puerto Rico and the Virgin Islands.

3. Head Start has inspired the Nation to focus its attention on preschool education, not only for the deprived child but for all children.

4. Head Start has had a dramatic impact on the educational profession and system (the materials, the facilities, and the philosophy).

5. Head Start's policy of a small teacher-pupil ratio is now being followed by many of the Nation's public school kindergartens. The use of nonprofessional teacher aides is increasingly accepted by school

systems as are social welfare aides by health and welfare agencies.

6. Head Start has provided a system through its training and demonstration efforts for developing new materials, teaching methods, and concepts for children of kindergarten age and for filtering this knowledge into the educational system. The impact is felt in institutions of higher learning which are involved in Head Start training programs.

7. Better records are now being kept on the child as he progresses from kindergarten through the primary grades because of Head Start's compilation of a full dossier on each child.

8. An increasing number of schools are incorporating the basic premise of Head Start for parental involvement and participation by bringing the total family unit into the learning process.

9. Head Start has demonstrated that children of preschool and kindergarten age can learn more, faster, and at an earlier age than previously thought. The result is an increasing demand for new and better teaching techniques, longer kindergarten class days, more individual attention to pupils, and special services.

For further information, write to:

U. S. Department of Health, Education,
and Welfare
Office of Child Development
Project Head Start
P.O. Box 1182
Washington, D.C., 20013

Appendix C

List of Initial Explanatory Variables

1968-69

The explanatory variables for the 68-69 data fall into the following classes - 1) initial child status and 2) family background and 3) program variables.

Explanatory Variables

1. Initial Child Status

   a. Demographic Variables

      1. Ethnicity - Black versus White from Master Data Card

      2. Sex - from Master Data Card

      3. Age at enrollment from Master Data Card

      4. First born versus other from pre-Family interview - card 5 - col. 23, codes 7 and 8

   b. Psychological variables

      5.-15. Pre-scores on outcome measures

2. Family Background

   a. Socioeconomic Influence

      1) Current family condition

         16. Telephone for home (indicator of SES) from Pre-Family Interview (PFI)

         17. Family structure from PFI

         18. Is husband employed (measure of stability) from PFI

         19. Mother's Job (indicator of SES) from PFI

         20. Husband's Job (indicator of SES) from PFI

         21. Income (indicator of SES) from PFI

         22. Primary source of income (indicator of SES) from PFI

         23. Ratio of rooms/people from PFI

24. Does child have own bed from PFI

25. No. of children in home from 0 to 18 years from PFI

26. Education of mother (indicator of SES) from PFI

27. Education of father (indicator of SES) from PFI

28. How many moves in last three years (measure of stability) from PFI

29. Migration of family from PFI

30. Clean/neat home from PFI

b. Psychological Influences

1) Mother-child interaction

31. Physical control from PFI

32. Psychological control-rejection from PFI

33. Psychological control-guilt from PFI

34. Reaction to mild infraction from PFI

35. How often is child read to from PFI

36. Frequency of getting newspaper from PFI

37. Adult child influence techniques for bad behaviors from Adult Child Influence Techniques Instrument. (Only the 4 major categories will be considered: non-intervention, non-power assertion, qualified power assertion and unqualified power assertion.

2) Mothers expectations and aspiration

38. How far in school would you like child to go (aspirations) from PFI

39. How far in school do you think she/he will go (expectations)(or difference between 38 and 39) from PFI

40. What kind of job would you like to see your child get (aspirations) from PFI

41. What kind of job do you think he/she will get (expectations) (or difference between 40 and 41) from PFI

42. Score for Status - Normative Control from First Day of School Questionnaire by summing the message units in all status normative categories - teachers, classroom and institutional, social, achievement, preparation, personal safety, and dividing by the total number of message units in interview.

43. Score for Personal - Subjective Control from First Day of School Questionnaire by summing the message units in all personal-subjective categories - teachers, classroom, and institutional, social, achievement, preparation, personal safety, and dividing by the total number of message units in interview.

44. Score for Cognitive-Rational Control from First Day of School Questionnaire by summing the message units in all cognitive-rational categories - teachers, classroom, and institutional, social achievement, preparation, personal safety, and dividing by the total number of message units in interview.

3) Mothers behavior and attitudes toward educational experience

45. Attitudes toward value of education in general from PFI comprised of 6 items from Educational Attitude Survey (EAS)

a) Is getting a good education the best to improve life?

b) Do people with little education enjoy life as much as people with a lot of education?

c) Are there more important things in school besides getting good grades?

d) Is it okay for parents to keep children home to help out?

e) Can one often learn more on job than in school?

f) Do most children have to be made to learn?

46. Attitudes toward teachers from PFI comprised of 4 items from EAS:

a) Do teachers want parents to visit school?

b) Do teachers make children go against things they are told at home?

c) Do you think most teachers are good examples for children?

d) Do you think most teachers are poorly trained?

47. Attitudes toward school from PFI comprised of 5 items from EAS:

    a) Are most classrooms overcrowded?

    b) Do sports and games take up too much time?

    c) More time should be spent teaching reading, writing and arithmetic?

    d) Are there children in your school you don't want your child to play with?

    e) Are parents to blame when children don't work hard in school?

48. Feeling of control over school from PFI comprised of 2 items:

    a) Do you think there is anything you can do to improve school?

    b) If you disagree with principal can you do anything about it?

49. Attendance at parent meetings (parent involvement) from Post-Family Interview

50. How many times did you go to the Head Start Center (parent involvement) from Post-Family Interview

51. Were you a volunteer in class (parent involvement) from Post-Family Interview

52. Are you a member of parent council (parent involvement) from Post-Family Interview

4) Mother's attitude toward life in general

53. Total parent opinions scale for score given in PFI

3. Program Variables

a. Social-Psychological

1) Classroom

54. OSCI Factor I - Class Structured Lessons

55. OSCI Factor II - Class Group Activities and Routines

56. OSCI Factor III - Class Social Emotional Interaction

57. OSCI Factor IV - Class Verbal Communication

58. OSCI Factor V - Class Instruction in Creative Arts

59. OSCI Factor VI - Class Language and Discrimination

2) Teacher

60. OSCI Factor I - Teacher Social Emotional Interaction

61. OSCI Factor II - Teacher Structured Lessons

62. OSCI Factor III - Teacher Art Activities

63. OSCI Factor IV - Teacher Instruction in Creative Arts

64. OSCI Factor V - Teacher Routines

65. OSCI Factor VI - Teacher Receptive Learning

66. OSCI Teacher Involvement score from OSCI raw data by scanning the Teacher Involvement records and obtaining the percentage of records in which the teacher was actively involved.

67. OSCI Locus of Control score from OSCI raw data by scanning the Locus of Control records and obtaining the percentage of records for which the child was in control

68. OSCI Teacher Aid Involvement score from OSCI raw data by scanning the Teacher Aid Involvement records and obtaining the percentage of records for which the teacher aid was actively involved.

69. No. of activities from Administrative Checklist for which teacher was responsible

70. Teacher Stimulation scale from Post Observation Teacher Rating Scales (POT) and comprised of the following 13 items: 1) stress on verbs, 2) stress on descriptive adjectives, 3) multi-sensory stimulation, 4) acceptance of alternative answers, 5) atmosphere of possibility, 6) teacher encouragement of perseverance, 7) fine versus gross discrimination, 8) multiplicity of attributes, 9) emphasis of analytic attitude, 10) discussion about past experience, 11) varied environment, 12) use of materials, 13) daily schedule

71. Teacher Sensitivity of Individual Differences from POT and comprised of 7 items: 1) teacher response to individuals, 2) reliance on on-going activity, 3) choice of activity, 4) teachers awareness of pupil frustration, 5) completion of activities, 6) delay response before answering, and 7) information-consequential reasons.

72. Teacher volunteer to participate in the evaluation program next year (measure of morale) from Post Interview with Teacher

b. Teacher Demographic

73. Head teachers age or teachers age from Sample Class Teaching Staff Instrument

74. Head teachers sex or teachers sex from Sample Class Teaching Staff Instrument

75. Head teachers ethnicity or teachers ethnicity from Sample Class Teaching Staff Instrument

76. Head teachers education or teachers education from Sample Class Teaching Staff Instrument

77. Head teachers training in early childhood development or teachers training in early childhood development from Sample Class Teaching Staff Instrument

78. Head teachers length of paid experience with preschool children or teachers length of paid experience with preschool children from Sample Class Teaching Staff Instrument

79. Head teachers length of paid experience with disadvantaged preschool children or teachers length of paid experience with disadvantaged preschool children from Sample Class Teaching Staff Instrument

80. Head teachers length of paid experience with H.S. or teachers length of paid experience with H.S. from Sample Class Teaching Staff Instrument

81. Head teacher from neighborhood or teacher from neighborhood from Sample Class Teaching Staff Instrument

82. The ratio of the number of professional plus para-professional staff for class to the number of children in class. The number of professional and para-professional in the class is obtained from the Sample Class Teaching Staff instrument and the number of children in the class is obtained from the Sociometric Class Data.

c. Physical

1) Educational materials resources

83. Index of outdoor equipment comprised of number of slides, number of swings, and number of sandboxes from Class Facilities and Resources Inventory (CFRI-Pre)

84. Index of Educational Equipment Resources comprised of presence of dramatic play clothing, puppets, aquariums or pets, waterplay equipment, finger paints, small blocks, puzzles, learning games, musical instruments, phonographs and records, movie slides, books and book sets, and science equipment from CFRI-Pre.

2) School plant resources

85. Square outdoor footage from CFRI-Pre

86. Square indoor floor space from CFRI-Pre

87. Overall appearance from CFRI-Pre

88. Index of classroom physical characteristics comprised of presence of working air conditioner, presence of working heater, number of windows, number of ceiling

fixtures, number of electrical outlets, number of cupboards, footage of bookshelves, number of small tables from CFRI-Pre.

d. Administrative

89. No. of activities of administrative checklist for which no one was responsible for

90. Length of class day

Appendix D

Cross Tabulations of Child, Family and Program Variables

Table D.1 (1968-69)

REGION VS. CHILD'S ETHNICITY 1968-69
(Number and Percentages)

Region	Black	Mexican-American	Puerto Rican	Other White	American Indian	Oriental	Polynesian	Other	Regional Total & %
North	261	0	16	129	0	7	0	5	418
	62.4	0	31.8	30.9	0	1.7	0	1.2	30.3
South	371	0	0	81	0	0	0	0	452
	82.1	0	0	17.9	0	0	0	0	32.8
Midwest	87	48	0	30	0	0	0	0	165
	52.7	29.1	0	18.2	0	0	0	0	12.0
West	166	32	10	25	1	3	78	30	345
	48.1	9.3	2.9	7.2	0.3	0.9	22.6	8.7	25.0
Child's Ethnicity Total & %	885	80	26	265	1	10	78	35	1380
	64.1	5.8	1.9	19.2	0.1	0.7	5.7	2.5	100%

Table D.2 (1968-69)

REGION VS. CHILD'S SEX

Region	Male	Female	Regional Total & %
North	214	204	418
	51.2	48.8	30.3
South	239	213	452
	52.9	47.1	32.8
Midwest	85	80	165
	51.5	48.5	12.0
West	169	176	345
	49.0	51.0	25.0
Child's Sex Total & %	707	673	1380
	51.2	48.8	100%

Table D.3 (1968-69)

REGION VS. CHILD'S AGE

Region	31-37 Months	48-53 Months	54-59 Months	60-72 Months	Regional Total & %
North	107	209	95	7	418
	25.6	50.0	22.7	1.7	30.3
South	53	62	81	254	450
	11.8	13.8	18.0	56.4	32.7
Midwest	12	31	24	98	165
	7.3	18.8	14.5	59.4	12.0
West	92	183	70	0	345
	26.7	53.0	20.3	0	25.0
Child's Age Total & %	264	485	270	359	1378
	19.2	35.2	19.6	26.1	100%

Table D.4 (1968-69)

REGION VS. CHILD'S ATTENDANCE

Region	90 Days or Less	91-159 Days	160-196 Days	Regional Total & %
North	119	250	46	415
	28.7	60.2	11.1	30.6
South	45	217	171	433
	10.4	50.1	39.5	31.9
Midwest	9	74	82	165
	5.5	44.8	49.7	12.2
West	69	251	25	345
	20.0	72.8	7.2	25.4
Child's Attendance Total & %	242	792	324	1358
	17.8	58.3	23.9	100%

Table D.5 (1968-69)

REGION VS. HEAD TEACHER'S ETHNICITY
(Number and Percentage)

Region	Black	Mexican-American	Puerto Rican	Other White	Oriental	Polynesian	Other	Regional Total & %
North	116	10	10	232	9	0	0	377
	30.8	2.7	2.7	61.5	2.4	0	0	30.7
South	251	12	0	153	0	0	0	416
	60.3	2.9	0	36.8	0	0	0	33.9
Midwest	74	0	0	82	0	0	0	156
	47.4	0	0	52.6	0	0	0	12.7
West	101	18	0	81	49	19	11	279
	36.2	6.5	0	29.0	17.6	6.8	3.9	22.7
Head Teacher's Ethnicity Total & %	542	40	10	548	58	19	11	1228
	44.1	3.3	0.8	44.6	4.7	1.5	0.9	100%

Table D.6 (1968-69)

REGION VS. HEAD TEACHER'S PREPARATION

Region	Grade Diploma	Some H.S.	H.S. Graduate	Some College	A.A. Degree	B.A. or B.S. Degree	Course Credit Beyond B.S.	M.A. Degree	Credit Beyond M.A.	Regional Total & %
North	9	16	17	22	44	180	89	9	0	386
	2.3	4.1	4.4	5.7	11.4	46.6	23.1	2.3	0	31.2
South	0	12	135	139	15	72	43	0	0	416
	0	2.9	32.5	33.4	3.6	17.3	10.3	0	0	33.6
Midwest	0	0	0	0	0	91	37	11	17	156
	0	0	0	0	0	58.3	23.7	7.1	10.9	12.6
West	0	8	0	125	28	54	64	0	0	279
	0	2.9	0	44.8	10.0	19.4	22.9	0	0	22.6
Head Teacher's Ethnicity Total & %	9	36	152	286	87	397	233	20	17	1237
	0.7	2.9	12.3	23.1	7.0	32.1	18.8	1.6	1.4	100%

Table D.7 (1968-69)

REGION VS. HEAD TEACHER'S TRAINING IN CHILD DEVELOPMENT

Region	None	A.A. Courses	Under-Graduate Courses	B.A. or B.S.	Graduate Courses	M.A. or M.S.	Regional Total & %
North	175	33	92	10	66	1	377
	46.4	8.8	24.4	2.7	17.5	0.3	30.7
South	132	0	246	0	26	12	416
	31.7	0	59.1	0	6.3	2.9	33.9
Midwest	64	0	35	16	41	0	156
	41.0	0	22.4	10.3	26.3	0	12.7
West	41	37	117	30	54	0	279
	14.7	13.3	41.9	10.8	19.4	0	22.7
	Head Teacher's Training in Child Development						
	412	70	490	56	187	13	1228
	33.6	5.7	39.9	4.6	15.2	1.1	100%

Table D.8 (1968-69)

REGION VS. CLASS FACTOR-CI
STRUCTURED LESSONS

Region	Low	Medium	High	Regional Total & %
North	128	258	0	386
	33.2	66.8	0	33.8
South	0	68	235	303
	0	22.4	77.6	26.5
Midwest	11	65	80	156
	7.1	41.7	51.3	13.6
West	124	174	0	298
	41.6	58.4	0	26.1
	Structured Lessons Total & %			
	263	565	315	1143
	23.0	49.4	27.6	100%

Table D.9 (1968-69)

REGION VS. CLASS FACTOR-CII
GROUP ACTIVITIES AND ROUTINES

Region	Low	Medium	High	Regional Total & %
North	114	202	70	386
	29.5	52.3	18.1	33.8
South	97	137	69	303
	32.0	45.2	22.8	26.5
Midwest	21	56	79	156
	13.5	35.9	50.6	13.6
West	47	158	93	298
	15.8	53.0	31.2	26.1
Group activities and Routines Total & %				
	279	553	311	1143
	24.4	48.4	27.2	100%

Table D.10 (1968-69)

REGION VS. CLASS FACTOR-CIII
SOCIAL EMOTIONAL INTERACTION

Region	Low	Medium	High	Regional Total & %
North	36	205	145	386
	9.3	53.1	37.6	33.8
South	151	126	26	303
	49.8	41.6	8.6	26.5
Midwest	33	82	41	156
	21.2	52.6	26.3	13.6
West	88	140	70	298
	29.5	47.0	23.5	26.1
Social-Emotional Interaction Total & %				
	308	553	282	1143
	26.9	48.4	24.7	100%

Table D.11 (1968-69)

REGION VS. CLASS FACTOR-CIV
VERBAL COMMUNICATION

Region	Low	Medium	High	Regional Total & %
North	63	219	104	386
	16.3	56.7	26.9	33.8
South	140	151	12	303
	46.2	49.8	4.0	26.5
Midwest	71	75	10	156
	45.5	48.1	6.4	13.6
West	0	191	107	298
	0	64.1	35.9	26.1
	Verbal Communication Total & %			
	274	636	233	1143
	24.0	55.6	20.4	100%

Table D.12 (1968-69)

REGION VS. CLASS FACTOR-V
INSTRUCTION IN CREATIVE ARTS

Region	Low	Medium	High	Regional Total & %
North	148	229	9	386
	38.3	59.3	2.3	34.2
South	120	164	19	303
	39.6	54.1	6.3	26.8
Midwest	10	99	47	156
	6.4	63.5	30.1	13.8
West	0	94	191	285
	0	33.0	67.0	25.2
Instruction in Creative Arts Total & %				
	278	586	266	1130
	24.6	51.9	23.5	100%

Table D.13 (1968-69)

REGION VS. CLASS FACTOR-CVI
LANGUAGE AND DISCRIMINATION LEARNING

Region	Low	Medium	High	Regional Total & %
North	74	140	172	386
	19.2	36.3	44.6	34.2
South	115	126	47	288
	39.9	43.8	16.3	25.5
Midwest	30	73	53	156
	19.2	46.8	34.0	13.8
West	65	199	34	298
	21.8	66.8	11.4	26.4
Language and Descrimination Total & %				
	284	538	306	1128
	25.2	47.7	27.1	100%

Table D.14 (1968-69)

REGION VS. TEACHER FACTOR-TI
SOCIAL EMOTIONAL INTERACTION

Region	Low	Medium	High	Regional Total & %
North	39	97	250	386
	10.1	25.1	64.8	33.8
South	107	167	29	303
	35.3	55.1	9.6	26.5
Midwest	71	85	0	156
	45.5	54.5	0	13.6
West	44	214	40	298
	14.8	71.8	13.4	26.1
Social Emotional Interaction Total & %				
	261	563	319	1143
	22.8	49.3	27.9	100%

Table D.15 (1968-69)

REGION VS. TEACHER FACTOR-TII
STRUCTURED LESSONS (LARGE GROUP)

Region	Low	Medium	High	Regional Total & %
North	111	275	0	386
	28.8	71.2	0	33.8
South	15	35	253	303
	5.0	11.6	83.5	26.5
Midwest	70	39	47	156
	44.9	25.0	30.1	13.6
West	55	222	21	298
	18.5	74.5	7.0	26.1
Structured Lessons Total & %				
	251	571	321	1143
	22.0	50.0	28.1	100%

Table D.16 (1968-69)

REGION VS. TEACHER FACTOR-TIII
ART ACTIVITIES

Region	Low	Medium	High	Regional Total & %
North	153	152	81	386
	39.6	39.4	21.0	33.9
South	103	118	82	303
	34.0	38.9	27.1	26.6
Midwest	49	84	17	150
	32.7	56.0	11.3	13.2
West	0	158	140	298
	0	53.0	47.0	26.2
	Art Activities Total & %			
	305	512	320	1137
	26.8	45.0	28.1	100%

Table D.17 (1968-69)

REGION VS. TEACHER FACTOR-TIV
CREATIVE INSTRUCTION (SMALL GROUPS)

Region	Low	Medium	High	Regional Total & %
North	137	159	90	386
	35.5	41.2	23.3	34.1
South	64	219	20	303
	21.1	72.3	6.6	26.8
Midwest	69	76	11	156
	44.2	48.7	7.1	13.8
West	49	154	83	286
	17.1	53.8	29.0	25.3
Instruction in Creative Art Total & %				
	319	608	204	1131
	28.2	53.8	18.0	100%

Table D.18 (1968-69)

REGION VS. TEACHER FACTOR-TVI
RECEPTIVE LEARNING

Region	Low	Medium	High	Regional Total & %
North	85	143	158	386
	22.0	37.0	40.9	34.4
South	149	135	5	289
	51.6	46.7	1.7	25.8
Midwest	47	109	0	156
	30.1	69.9	0	13.9
West	28	167	95	290
	9.7	57.6	32.8	25.9
	Receptive Learning Total & %			
	309	554	258	1121
	27.6	49.4	23.0	100%

Table D.19 (1968-69)

CHILD'S ETHNICITY VS. SEX

Ethnicity	Male	Female	Ethnicity Total & %
Black	445	440	885
	50.3	49.7	64.1
White	162	103	265
	61.1	38.9	19.2
Others	100	130	230
	43.5	56.5	16.7
Sex Total & %	707	673	1380
	51.2	48.8	100%

Table D.20 (1968-69)

CHILD'S ETHNICITY VS. AGE

Ethnicity	Months 31-47	48-53	54-59	60-72	Ethnicity Total & %
Black	158	269	174	283	884
	17.9	30.4	19.7	32.0	64.2
White	57	117	58	32	264
	21.6	44.3	22.0	12.1	19.2
Others	49	99	38	44	230
	21.3	43.0	16.5	19.1	16.7
Age Total & %	264	485	270	359	1378
	19.2	35.2	19.6	26.1	100%

Table D.21 (1968-69)

CHILD'S ETHNICITY VS. HEAD TEACHER'S ETHNICITY

Child's Ethnicity	Black	Mexican-American	Puerto Rican	Other White	Oriental	Polynesian	Other	Ethnicity Total & %
Black	441	22	6	325	2	0	1	797
	55.3	2.8	0.8	40.8	0.3	0	0.1	64.9
White	75	4	1	138	13	1	1	233
	32.2	1.7	0.4	59.2	5.6	0.4	0.4	19.0
Others	26	14	3	85	43	18	9	198
	13.1	7.1	1.5	42.9	21.7	9.1	4.5	16.1
Head Teacher's Ethnicity Total & %								
	542	40	10	548	58	19	11	1228
	44.1	3.3	0.8	44.6	4.7	1.5	0.9	100%

Table D.22 (1968-69)

CHILD'S ETHNICITY VS. HEAD TEACHER'S TRAINING IN CHILD DEVELOPMENT

Child's Ethnicity	None	A.A. Courses	Undergraduate Courses	B.A. or B.S. Degree	Graduate Courses	M.A. or M.S.	Ethnicity Total & %
Black	279	15	352	20	119	12	797
	35.0	1.9	44.2	2.5	14.9	1.5	64.9
White	91	26	71	10	34	1	233
	39.1	11.2	30.5	4.3	14.6	0.4	19.0
Others	42	29	67	26	34	0	198
	21.2	14.6	33.8	13.1	17.2	0	16.1
Head Teacher's Training Total & %							
	412	70	490	56	187	13	1228
	33.6	5.7	39.9	4.6	15.1	1.1	100%

Table D.23 (1968-69)

CHILD'S ETHNICITY VS. CLASS FACTOR-CI
STRUCTURED LESSONS

Child's Ethnicity	Low	Medium	High	Ethnicity Total & %
Black	192	280	239	711
	27.0	39.4	33.6	62.2
White	51	126	39	216
	23.6	58.3	18.1	18.9
Others	20	159	37	216
	9.3	73.6	17.1	18.9
Structured Lessons Total & %				
	263	565	315	1143
	23.0	49.4	27.6	100%

Table D.24 (1968-69)

CHILD'S ETHNICITY VS. CLASS FACTOR-CII
GROUP ACTIVITIES AND ROUTINES

Child's Ethnicity	Low	Medium	High	Ethnicity Total & %
Negro	147	359	205	711
	20.7	50.5	28.8	62.2
White	82	93	41	216
	38.0	43.1	19.0	18.9
Others	50	101	65	216
	23.1	46.8	30.1	18.9
Group Activities and Routines Total & %				
	279	553	311	1143
	24.4	48.4	27.2	100%

Table D.25 (1968-69)

CHILD'S ETHNICITY VS. CLASS FACTOR-CV
INSTRUCTION IN CREATIVE ARTS

Child's Ethnicity	Low	Medium	High	Ethnicity Total & %
Negro	226	377	108	711
	31.8	53.0	15.2	62.9
White	41	125	45	211
	19.4	59.2	21.3	18.7
Others	11	84	113	208
	5.3	40.4	54.3	18.4
Instruction in Creative Arts Total & %				
	278	586	266	1130
	24.6	51.9	23.5	100%

Table D.26 (1968-69)

CHILD'S ETHNICITY VS. CLASS FACTOR-VI
LANGUAGE AND DISCRIMINATION LEARNING

Child's Ethnicity	Low	Medium	High	Ethnicity Total & %
Negro	210	314	176	700
	30.0	44.9	25.1	62.1
White	30	103	79	212
	14.2	48.6	37.3	18.8
Others	44	121	51	216
	20.4	56.0	23.6	19.1
Language and Descriminationation				
Total & %	284	538	306	1128
	25.2	47.7	27.1	100%

Table D.27 (1968-69)

CHILD'S ETHNICITY VS. TEACHER FACTOR-TI
SOCIAL EMOTIONAL INTERACTION

Child's Ethnicity	Low	Medium	High	Ethnicity Total & %
Negro	196	312	203	711
	27.6	43.9	28.6	62.2
White	21	102	93	216
	2.7	47.2	43.1	18.9
Others	44	149	23	216
	20.4	69.0	10.6	18.9
Social Emotional Interaction Total & %				
	261	563	319	1143
	22.8	49.3	27.9	100%

Table D.28 (1968-69)

CHILD'S ETHNICITY VS. TEACHER FACTOR-TIII
ART ACTIVITIES

Child's Ethnicity	Low	Medium	High	Ethnicity Total & %
Negro	216	353	142	711
	30.4	49.6	20.0	62.5
White	70	93	52	214
	32.7	43.0	24.3	18.8
Others	19	67	126	212
	9.0	31.6	59.4	18.6
Art Activity Total & %				
	305	512	320	1137
	26.8	45.0	28.1	100%

Table D.29 (1968-69)

CHILD'S AGE VS. ATTENDANCE

Child's Age	90 Days or Less	91-159 Days	160-196 Days	Child's Age Total & %
31-47 months	69 26.7	158 61.2	31 12.0	258 19.0
48-53 months	105 21.7	299 61.9	79 16.4	483 35.6
54-59 months	47 17.7	167 62.8	52 19.5	266 19.6
60-72 months	21 6.0	167 47.9	161 46.1	349 25.7
Attendance Total & %				
	242 17.8	791 58.3	323 23.8	1356 100%

Table D.30A (1968-69)

CHILD'S AGE VS. POST-PRE TESTING INTERVAL-PSI

Child's Age	16 Weeks or Less	17-18 Weeks	19-20 Weeks	21-22 Weeks	23-24 Weeks	25-26 Weeks	27-28 Weeks	29-30 Weeks	31 Weeks or More	Child's Age Total & %
31-47 months	12	3	14	32	42	55	21	5	9	193
	6.2	1.6	7.3	16.6	21.8	28.5	10.9	2.6	4.7	18.4
48-53 months	23	9	14	41	79	115	37	19	22	359
	6.4	2.5	3.9	11.4	22.0	32.0	10.3	5.3	6.1	34.3
54-59 months	6	4	9	16	46	58	15	22	33	209
	2.9	1.9	4.3	7.7	22.0	27.8	7.2	10.5	15.8	20.0
60-72 months	6	1	6	103	41	36	8	8	77	286
	2.1	0.3	2.1	36.0	14.3	12.6	2.8	2.8	26.9	27.3
Post-Pre Interval PSI Total & %	47	17	43	192	208	264	81	54	141	1047
	4.5	1.6	4.1	18.3	19.9	25.2	7.7	5.2	13.5	100%

Table D.30B (1968-69)

CHILD'S AGE VS. POST-PRE TESTING INTERVAL-FACTOR AFFECTING SB

Child's Age	16 Weeks or Less	17-18 Weeks	19-20 Weeks	21-22 Weeks	23-24 Weeks	25-26 Weeks	27-28 Weeks	29-30 Weeks	31 Weeks or More	Child's Age Total & %
31-47 months	11	16	6	13	27	78	29	3	13	196
	5.6	8.2	3.1	6.6	13.8	39.8	14.8	1.5	6.6	18.3
48-53 months	21	9	3	20	50	155	45	11	55	369
	5.7	2.4	0.8	5.4	13.6	42.0	12.2	3.0	14.9	34.5
54-59 months	4	8	14	18	19	67	21	8	53	212
	1.9	3.8	6.6	8.5	9.0	31.6	9.9	3.8	25.0	19.8
60-72 months	0	0	16	17	46	28	103	0	84	294
	0	0	5.4	5.8	15.6	9.5	35.0	0	28.6	27.5
Post-Pre Interval SB Total & %	36	33	39	68	142	328	198	22	205	1071
	3.4	3.1	3.6	13.3	13.3	30.6	18.3	2.1	19.1	100%

Table D.30C (1968-69)

CHILD'S AGE VS. POST-PRE TESTING INTERVAL-GUMP

Child's Age	16 Weeks or Less	17-18 Weeks	19-20 Weeks	21-22 Weeks	23-24 Weeks	25-26 Weeks	27-28 Weeks	29-30 Weeks	31 Weeks or More	Child's Age Total & %
31-47 months	21	10	8	21	39	68	6	5	7	185
	11.4	5.4	4.3	11.4	21.1	36.8	3.2	2.7	3.8	17.8
48-53 months	28	8	8	49	55	132	16	37	14	347
	8.1	2.3	2.3	14.1	15.9	38.0	4.6	10.7	4.0	33.5
54-59 months	34	4	8	16	31	47	7	35	28	210
	16.2	1.9	3.8	7.6	14.8	22.4	3.3	16.7	13.3	20.3
60-72 months	30	5	7	85	36	28	13	11	80	295
	10.2	1.7	2.4	28.8	12.2	9.5	4.4	3.7	27.1	28.4
Post-Pre Interval Gumpgookies Total & %	113	27	31	171	161	275	42	88	129	1037
	10.9	2.6	3.0	16.5	15.5	26.5	4.1	8.5	12.4	100%

Table D.31 (1968-69)

CHILD'S AGE VS. TELEPHONE AT HOME

Child's Age	Yes	No	Child's Age Total & %
31-47 months	127	46	173
	73.4	26.6	18.3
48-53 months	218	80	298
	73.2	26.8	31.6
54-59 months	110	74	184
	59.8	40.2	19.5
60-72 months	160	128	288
	55.6	44.4	30.5
Telephone at Home Total & %	615	328	943
	65.2	34.8	100%

Table D.32 (1968-69)

CHILD'S AGE VS. FAMILY INCOME

Child's Age	Less Than $2,000	2,000-3,999	4,000-5,999	6,000-7,999	8,000-9,999	10,000-14,999	Over 15,000	Child's Age Total & %
31-47 months	14	87	72	18	3	6	1	201
	7.0	43.3	35.8	9.0	1.5	3.0	0.5	20.0
48-53 months	22	133	126	46	10	4	0	341
	6.5	39.0	37.0	13.5	2.9	1.2	0.0	34.0
54-59 months	19	72	69	24	8	0	0	192
	9.9	37.5	35.9	12.5	4.2	0.0	0.0	19.1
60-72 months	67	107	65	23	6	1	0	269
	24.9	39.8	24.2	8.6	2.2	0.4	0.0	26.8
Family Income Total & %	122	399	332	111	27	11	1	1003
	12.2	39.8	33.1	11.1	2.7	1.1	0.1	100%

Table D.33 (1968-69)

CHILD'S AGE VS. DOES CHILD HAVE OWN BED

Child's Age	Yes	No	Child's Age Total & %
31-47 months	138	79	217
	63.6	36.4	19.6
48-53 months	230	150	380
	60.5	39.5	34.4
54-59 months	122	92	214
	57.0	43.0	19.3
60-72 months	141	154	295
	47.8	52.2	26.7
Does Child Have Own Bed Total & %			
	631	475	1106
	57.1	42.9	100%

Table D.34 (1968-69)

CHILD'S AGE VS. HEAD TEACHER'S ETHNICITY

Child's Age	Black	Mexican-American	Puerto Rican	Other White	Oriental	Polynesian	Other	Child's Age Total & %
31-47 months	90	5	1	107	23	3	5	234
	38.5	2.1	0.4	45.7	9.8	1.3	2.1	19.1
48-53 months	166	18	7	187	26	10	3	417
	39.8	4.3	1.7	44.8	6.2	2.4	0.7	34.0
54-60 months	104	13	2	99	9	6	3	236
	44.1	5.5	0.8	41.9	3.8	2.5	1.3	19.2
60-72 months	181	4	0	155	0	0	0	340
	53.2	1.2	0.0	45.6	0.0	0.0	0.0	27.7
Head Teacher's Ethnicity Total & %								
	541	40	10	548	58	19	11	1227
	44.1	3.3	0.8	44.7	4.7	1.5	0.9	100%

Table D.35 (1968-69)

CHILD'S AGE VS. HEAD TEACHER'S PREPARATION

Child's Age	Grade School	Some H.S.	H.S. Graduate	Some College	A.A. Degree	B.A. or B.S. Degree	Credit Beyond B.A.	M.A. or M.S. Degree	Credit Above M.A. or B.S.	Child's Age Total & %
31-47 months	1	6	20	51	15	69	69	4	0	235
	0.4	2.6	8.5	21.7	6.4	29.4	29.4	1.7	0.0	19.0
48-53 months	6	14	27	85	39	143	90	10	9	423
	1.4	3.3	6.4	20.1	9.2	33.8	21.3	2.4	2.1	34.2
54-59 months	2	12	10	55	31	73	41	6	8	238
	0.8	5.0	4.2	23.1	13.0	30.7	17.2	2.5	3.4	19.3
60-72 months	0	4	95	95	2	111	33	0	0	340
	0.0	1.2	27.9	27.9	0.6	32.6	9.7	0.0	0.0	27.5
Head Teacher's Preparation Total & %										
	9	36	152	286	87	396	233	20	17	1236
	0.7	2.9	12.3	23.1	7.0	32.0	18.9	1.6	1.4	100%

Table D.36 (1968-69)

CHILD'S AGE VS. CLASS FACTOR-CI
STRUCTURED LESSONS

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	62 28.7	137 63.4	17 7.9	216 18.9
48-53 months	136 33.0	252 61.2	24 5.8	412 36.0
54-59 months	62 30.0	116 56.0	29 14.0	207 18.1
60-72 months	3 1.0	60 19.5	245 79.5	308 26.9
Structured Lessons Total & %				
	263 23.0	565 49.4	315 27.6	1143 100%

Table D.37 (1968-69)

CHILD'S AGE VS. CLASS FACTOR-CIV
VERBAL COMMUNICATION

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	20 9.3	136 63.0	60 27.8	216 18.9
48-53 months	42 10.2	248 60.2	122 29.6	412 36.0
54-59 months	28 13.5	136 65.7	43 20.8	207 18.1
60-72 months	184 59.7	116 37.7	8 2.6	308 26.9
Verbal Communication Total & %				
	274 24.0	636 55.6	233 20.4	1143 100%

Table D.38 (1968-69)

CHILD'S AGE VS. CLASS FACTOR-CV
INTRODUCTION IN CREATIVE ART

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	36 17.3	111 53.4	61 29.3	208 18.4
48-53 months	82 20.1	203 49.8	123 30.1	408 36.1
54-59 months	41 19.9	123 59.7	42 20.4	206 18.2
60-72 months	119 38.6	149 48.4	40 13.0	308 27.3
Introduction to Creative Art Total & %				
	278 24.6	586 51.9	266 23.5	1130 100%

Table D.39 (1968-69)

CHILD'S AGE VS. CLASS FACTOR-CVI
LANGUAGE AND DISCRIMINATING LEARNING

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	45 20.8	113 52.3	58 26.9	216 19.1
48-53 months	65 15.9	213 52.2	130 31.9	408 36.2
54-59 months	42 21.2	95 48.0	61 30.8	198 17.6
60-72 months	132 43.1	117 38.2	57 18.6	306 27.1
Language and Communication Total & %				
	284 25.2	538 47.7	306 27.1	1128 100%

Table D.40 (1968-69)

CHILD'S AGE VS. TEACHER FACTOR-TI
SOCIAL EMOTIONAL INTERACTION

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	29 13.4	99 45.8	88 40.7	216 18.9
48-53 months	49 11.9	213 51.7	150 36.4	412 36.0
54-59 months	34 16.4	99 47.8	74 35.7	207 18.1
60-72 months	149 48.4	152 49.4	7 2.3	308 26.9
Social-Economic Interaction Total & %				
	261 22.8	563 49.3	319 27.9	1143 100%

Table D.41 (1968-69)

CHILD'S AGE VS. TEACHER FACTOR-TII
STRUCTURED LESSONS-LARGE GROUP

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	40 18.5	147 68.1	29 13.4	216 18.9
48-53 months	116 28.2	256 62.1	40 9.7	412 36.0
54-59 months	58 28.0	113 54.6	36 17.4	207 18.1
60-72 months	37 12.0	55 17.9	216 70.1	308 26.9
Lesson Structured Total & %				
	251 22.0	571 50.0	321 28.1	1143 100%

Table D.42 (1968-69)

CHILD'S AGE VS. TEACHER FACTOR-TIV
CREATIVE INSTRUCTION-SMALL GROUP

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	58 27.4	99 46.7	55 25.9	212 18.7
48-53 months	105 25.9	199 49.0	102 25.1	406 35.9
54-59 months	43 21.0	118 57.6	44 21.5	205 18.1
60-72 months	113 36.7	192 62.3	3 1.0	308 27.2
Creative Instruction Total & %				
	319 28.2	608 53.8	204 18.0	1131 100%

Table D.43 (1968-69)

CHILD'S AGE VS. TEACHER FACTOR-TVI
RECEPTIVE LEARNING

Child's Age	Low	Medium	High	Child's Age Total & %
31-47 months	39 18.8	102 49.0	67 32.2	208 18.6
48-53 months	73 18.3	188 47.0	139 34.8	400 35.7
54-59 months	46 22.4	111 54.1	48 23.4	205 18.3
60-72 months	151 49.0	153 49.7	4 1.3	308 27.5
Receptive Learning Total & %				
	309 27.6	554 49.4	258 23.0	1121 100%

Table D.44 (1968-69)

HEAD TEACHER'S AGE VS. CLASS FACTOR-CI
STRUCTURED LESSONS

Head Teacher's Age	Low	Medium	High	Head Teacher's Age Total & %
16-27 years	79 26.1	157 51.8	67 22.1	303 27.2
28-39 years	100 23.8	245 58.3	75 17.9	420 37.7
40 years and over	75 19.1	144 36.7	173 44.1	392 35.2
Structured Lessons Total & %				
	254 22.8	546 49.0	315 28.3	1115 100%

Table D.45 (1968-69)

HEAD TEACHER'S AGE VS. CLASS FACTOR-CII
GROUP ACTIVITIES AND ROUTINES

Head Teacher's Age	Low	Medium	High	Head Teacher's Age Total & %
16-27 years	89 29.4	170 56.1	44 14.5	303 27.2
28-39 years	88 21.0	208 49.5	124 29.5	420 37.7
40 years and over	102 26.0	147 37.5	143 36.5	392 35.2
Group Activities and Routines Total & %				
	279 25.0	525 47.1	311 27.9	1115 100%

Table D.46 (1968-69)

HEAD TEACHER'S AGE VS. CLASS FACTOR-CIII
SOCIAL EMOTIONAL INTERACTION

Head Teacher's Age	Low	Medium	High	Head Teacher's Age Total & %
16-27 years	37 12.2	179 59.1	87 28.7	303 27.2
28-39 years	120 28.6	180 42.9	120 28.6	420 37.7
40 years and over	151 38.5	175 44.6	66 16.8	392 35.2
Social Emotional Interaction Total & %				
	308 27.6	534 47.9	273 24.5	1115 100%

Table D.47 (1968-69)

HEAD TEACHER'S AGE VS. TEACHER FACTOR-TI
SOCIAL EMOTIONAL INTERACTION

Head Teacher's Age	Low	Medium	High	Head Teacher's Age Total & %
16-27 years	45 14.9	115 38.0	143 47.2	303 27.2
28-39 years	108 25.7	194 46.2	118 28.1	420 37.7
40 years and over	99 25.3	235 59.9	58 14.8	392 35.2
Social Emotional Interaction Total & %				
	252 22.6	544 48.8	319 28.6	1115 100%

Table D.48 (1968-69)

HEAD TEACHER'S AGE VS. TEACHER FACTOR-TII
STRUCTURED LESSONS-LARGE GROUPS

Head Teacher's Age	Low	Medium	High	Head Teacher's Age Total & %
16-27 years	43 14.2	217 71.6	43 14.2	303 27.2
28-39 years	81 19.3	242 57.6	97 23.1	420 37.7
40 years and over	118 30.1	93 23.7	181 46.2	392 35.2
Structured Lesson Total & %				
	242 21.7	552 49.5	321 28.8	1115 100%

Table D.49 (1968-69)

HEAD TEACHER'S PREPARATION VS. CLASS FACTOR-CI
STRUCTURED LESSONS

Head Teacher's Preparation	Low	Medium	High	Head Teacher's Preparation Total & %
H.S. and/or some college	68 14.7	188 40.7	206 44.6	462 41.4
2-4 years in college	129 30.3	207 48.6	90 21.1	426 38.2
Above 4 years degree	57 25.1	151 66.5	19 8.4	227 20.4
Structured Lessons Total & %	254 22.8	546 49.0	315 28.3	1115 100%

Table D.50 (1968-69)

HEAD TEACHER'S PREPARATION VS. CLASS FACTOR-CIII
SOCIAL EMOTIONAL INTERACTION

Head Teacher's Preparation	Low	Medium	High	Head Teacher's Preparation Total & %
H.S. and/or some college	168 36.4	240 51.9	54 11.7	462 41.4
2-4 years in college	91 21.4	208 48.8	127 29.8	426 38.2
Above 4 years degree	49 21.6	66 37.9	92 40.5	227 20.4
Social Emotional Total & %	308 27.6	534 47.9	273 24.5	1115 100%

Table D.51 (1968-69)

HEAD TEACHER'S PREPARATION VS. CLASS FACTOR-CIV
VERBAL COMMUNICATION

Head Teacher's Preparation	Low	Medium	High	Head Teacher's Preparation Total & %
H.S. and/or some college	149 32.3	253 54.8	60 13.0	462 41.4
2-4 years in college	89 20.9	247 58.0	90 21.1	426 38.2
Above 4 years degree	36 15.9	117 51.5	74 32.6	227 20.4
Verbal Communication Total & %	274 24.6	617 55.3	224 20.1	1115 100%

Table D.52 (1968-69)

HEAD TEACHER'S PREPARATION VS. CLASS FACTOR-CVI
LANGUAGE AND DISCRIMINATION LEARNING

Head Teacher's Preparation	Low	Medium	High	Head Teacher's Preparation Total & %
H.S. and/or some college	150 32.5	223 48.3	89 19.3	462 42.0
2-4 years in college	108 26.3	175 42.6	128 31.1	411 37.4
Above 4 years degree	17 7.5	121 53.3	89 39.2	227 20.6
Language and Descrimination Learning Total & %	275 25.0	519 47.2	306 27.8	1100 100%

Table D.53 (1968-69)

HEAD TEACHER'S PREPARATION VS. TEACHER FACTOR-TII
STRUCTURED LESSONS

Head Teacher's Preparation	Low	Medium	High	Head Teacher's Preparation Total & %
H.S. and/or some college	64 13.9	166 35.9	232 50.2	462
2-4 years in college	104 24.4	256 60.1	66 15.5	426 38.2
Above 4 years degree	74 32.6	130 57.3	23 10.1	227 20.4
Structured Lessons Total & %	242 21.7	552 49.5	321 28.8	1115 100%

Table D.54 (1968-69)

HEAD TEACHER'S PREPARATION VS. TEACHER FACTOR-TVI
RECEPTIVE LEARNING

Head Teacher's Preparation	Low	Medium	High	Head Teacher's Preparation Total & %
H.S. and/or some college	159 35.5	242 54.0	47 10.5	448 41.0
2-4 years in college	79 18.9	213 51.0	126 30.1	418 38.2
Above 4 years degree	62 27.3	80 35.2	85 37.4	227 20.8
Receptive Learning Total & %	300 27.4	535 48.9	258 23.6	1093 100%

Appendix E

Gain Score Class Averages for 1967-68 and 1968-69 Programs

Table E-1

GAIN SCORE CLASS AVERAGES
1967-68

SS		EP		BP		FI	
GN	N	GN	N	GN	N	GN	N
10.67	9	-0.11	9	-0.22	9	-1.00	9
2.33	9	-0.44	9	-0.56	9	-1.33	9
-1.20	10	-0.18	11	-0.18	11	-0.55	11
-1.30	10	-0.50	10	0.00	10	0.00	10
0.82	11	0.00	11	-0.18	11	-0.18	11
-2.11	9	0.33	9	1.44	9	0.40	9
12.83	12	0.08	12	-0.	12	0.42	12
-5.63	8	0.33	9	-1.7.	9	-0.20	9
-3.25	8	0.00	8	-0.80	8	-0.50	8
-2.20	5	0.40	5	-0.20	5	-0.80	5
8.57	7	-0.29	7	0.71	7	0.43	7
-1.00	8	-0.13	8	-0.63	8	0.0-	8
1.75	8	-0.56	9	-0.22	9	-0.22	9
-5.13	8	-0.38	8	0.25	8	-0.38	8
13.83	9	0.67	9	0.00	7	-0.44	9
0.00	0	0.00	0	0.00	0	0.00	0
12.67	9	-0.33	9	0.22	9	0.00	9
13.00	8	0.29	7	2.57	7	0.29	7
3.50	8	-0.11	9	0.56	9	0.67	9
6.20	5	-0.20	5	-1.00	5	-0.60	5
21.60	10	-0.10	10	-0.50	10	-0.80	10
7.67	9	0.00	8	0.38	8	0.63	8
8.25	7	-0.14	7	0.00	7	0.00	7
-4.56	9	-0.67	9	-0.67	9	-1.00	9
-1.22	9	1.38	8	0.50	8	-0.25	8
5.75	12	-0.33	12	0.33	12	-0.17	12
5.79	14	-0.36	14	-0.21	14	0.00	14
10.60	5	0.40	5	-1.40	5	0.40	5
-1.00	9	-0.18	11	-0.82	11	-0.55	11
-0.25	8	-0.50	6	-2.50	6	-0.50	6
2.13	8	-1.17	6	0.00	6	0.83	6
3.50	10	-0.11	9	1.44	9	0.78	9
3.75	4	-0.50	4	-0.75	4	-0.50	4
1.33	3	-0.33	3	-1.67	3	-0.33	3
0.06	4	-0.25	4	-1.00	4	-0.25	4
0.33	3	-0.00	2	-0.50	2	-0.50	2
8.14	7	-0.57	7	-0.14	7	-0.29	7
3.80	5	0.00	6	-1.50	6	-0.33	6
5.11	9	-0.71	7	-2.00	7	-0.29	7
3.60	10	-0.20	5	-1.00	5	-0.40	5
6.00	9	-0.43	7	-0.43	7	-0.08	7
12.44	9	0.44	9	0.44	9	0.67	9
8.67	6	-1.00	5	-1.40	5	-0.80	5
10.80	5	-0.40	5	-1.60	5	-0.20	5
15.00	5	-0.50	2	-1.50	2	0.00	2
7.40	5	-0.75	4	-2.50	4	-0.25	4
10.38	8	-0.38	8	-1.13	8	-0.88	8
14.50	6	-1.00	6	-0.50	6	-0.50	6
10.38	8	-0.38	8	-0.13	8	-0.50	8
-2.33	3	-0.50	2	-1.50	2	-1.00	2
11.33	9	-0.11	9	-1.78	9	-0.56	9
7.75	4	-0.25	4	-1.25	4	-0.00	4
8.00	5	-0.00	4	-1.50	4	-0.00	4
2.67	3	-1.33	3	-2.00	3	-2.00	3
5.71	7	-0.57	7	-0.00	7	-0.29	7
10.57	7	-0.00	5	-0.60	5	-0.00	5
9.00	9	-0.11	9	-0.00	9	-0.11	9
12.25	8	-0.63	8	-1.38	8	-0.75	8
8.67	6	-0.67	6	-2.33	6	-0.33	6

Table E-1 (continued)

SB		BP		MP		FI	
GN	N	GN	N	GN	N	GN	N
2.80	9	0.22	9	1.44	9	0.22	9
1.45	11	0.55	11	1.09	11	1.55	11
4.71	7	0.17	6	0.00	6	0.50	6
2.60	10	0.00	6	0.50	6	0.33	6
7.57	7	0.14	7	1.00	7	0.29	7
0.56	9	0.00	9	0.89	9	0.56	9
9.85	8	0.13	8	0.88	8	0.13	8
4.00	9	0.40	10	0.60	10	0.90	10
1.60	5	0.20	5	0.40	5	1.20	5
2.50	6	0.50	8	1.75	8	0.13	8
3.67	3	0.00	3	1.00	3	0.67	3
0.82	11	0.09	11	0.36	11	0.73	11
3.50	10	0.10	10	0.40	10	0.10	10
0.56	4	0.00	3	0.67	3	0.67	3
6.11	9	0.44	9	0.22	9	0.78	9
4.80	10	0.00	10	0.30	10	0.20	10
1.00	10	0.50	10	1.40	10	0.40	10
8.00	9	0.40	10	2.90	10	1.50	10
10.38	8	0.38	8	2.38	8	0.63	8
1.44	9	0.00	8	0.00	8	0.38	8
6.00	10	0.00	10	0.00	10	0.00	10
10.75	8	0.00	8	0.00	8	0.25	8
2.14	7	0.14	7	2.57	7	0.43	7
2.90	10	0.10	10	0.80	10	0.70	10
4.89	9	0.22	9	0.56	9	0.33	9
3.67	9	0.33	9	0.67	9	0.89	9
1.90	10	0.00	10	0.80	10	0.60	10
2.50	10	0.10	10	0.20	10	0.10	10
0.22	9	0.10	10	1.70	10	0.50	10
4.42	12	0.17	12	0.17	12	0.75	12
1.73	11	0.18	11	0.64	11	0.09	11
4.20	10	0.30	10	2.30	10	0.60	10
1.38	8	0.13	8	0.63	8	0.13	8
4.90	10	0.20	10	0.50	10	0.30	10
4.64	11	0.36	11	0.00	11	0.18	11
1.38	8	0.25	8	1.13	8	0.25	8
8.17	12	0.00	12	0.17	12	0.33	12
7.00	10	0.10	10	0.40	10	0.20	10
0.00	11	0.75	12	0.42	12	1.08	12
3.63	8	0.13	8	0.25	8	0.25	8
8.57	7	0.00	7	0.86	7	0.43	7
6.00	4	0.00	5	0.00	5	0.60	5
0.75	12	0.92	12	0.08	12	0.08	12
7.80	5	0.60	5	0.20	5	1.00	5
4.00	7	0.00	7	0.43	7	0.86	7
5.57	14	0.07	14	0.07	14	0.64	14
6.55	11	0.00	11	0.36	11	0.36	11
3.10	11	0.15	13	0.54	13	0.31	13
5.13	8	0.00	8	0.50	8	0.13	8
13.50	12	0.08	12	0.08	12	0.17	12
9.63	8	0.13	8	0.14	8	0.38	8
4.00	8	0.38	8	0.75	8	0.38	8
2.71	7	0.29	7	2.00	7	1.00	7
1.78	8	0.50	9	1.00	9	0.22	9
4.77	13	0.62	13	0.85	13	0.69	13
5.69	13	0.54	13	2.38	13	0.23	13
2.90	10	0.80	10	1.00	10	0.90	10

Table E-1 (continued)

SE		SI		SP		VI	
GN	N	GN	N	GN	N	GN	N
4.25	12	-0.83	12	-2.42	12	-0.83	12
1.29	14	-1.07	14	-0.78	14	-0.50	14
2.71	14	-0.93	14	-1.50	14	-1.14	14
4.93	15	-0.73	15	-1.73	15	-1.13	15
5.08	13	-1.62	13	-1.92	13	-0.92	13
2.27	11	-2.09	11	-1.36	11	-0.73	11
3.60	10	0.20	10	-2.30	10	-2.80	10
-1.11	11	0.11	9	-0.67	9	-0.44	9
-1.54	12	0.67	13	-0.08	13	-0.38	13
-2.67	9	0.13	8	-0.30	8	0.00	8
0.20	10	-0.50	10	-1.40	10	-0.10	10
3.14	7	-1.29	7	-0.43	7	-0.29	7
-0.37	8	0.00	7	-1.71	7	-1.00	7
-0.69	13	-3.54	13	-0.69	13	-0.38	13
5.43	7	-0.14	7	-0.00	7	-0.43	7
-3.86	7	-0.14	7	-0.57	7	-0.00	7
-4.27	11	-0.69	12	-0.92	12	-0.50	12
11.40	10	-0.18	11	-1.27	11	-0.73	11
8.96	10	-0.20	10	-0.50	10	-0.10	10
5.21	14	-0.00	14	-0.29	14	-0.21	14
0.00	7	-0.50	6	-1.67	6	-1.33	6
0.14	10	-0.50	10	-0.67	10	-0.30	10
0.12	17	-0.69	16	-0.81	16	-0.38	16
0.05	18	-0.39	18	-0.56	18	-0.33	18
5.17	12	-0.08	12	-1.83	12	-1.08	12
0.50	8	-0.13	8	-1.63	8	-0.38	8
5.25	8	-0.57	7	-1.71	7	-1.14	7
5.44	9	-0.33	9	-1.11	9	-0.44	9
7.40	10	-0.00	10	-1.40	10	-0.40	10
4.86	7	-0.14	7	-0.29	7	0.00	7
2.00	7	-0.57	7	-1.14	7	-0.43	7
0.14	7	0.29	7	-1.43	7	-0.71	7
10.50	4	1.45	5	-1.20	5	-1.00	5
7.00	3	0.33	6	-1.33	6	-0.50	6
0.00	0	0.00	1	0.00	1	-1.00	1
3.33	3	-0.00	3	-1.00	3	-0.67	3
7.00	10	-0.80	10	0.00	10	-0.60	10
11.44	9	-0.56	9	-1.00	9	-1.00	9
10.30	10	-0.40	10	-1.40	10	-0.80	10
9.00	6	-0.67	6	-0.67	6	-0.50	6
9.91	11	-0.27	11	-1.55	11	-0.09	11
8.80	10	-0.60	10	-0.80	10	-0.60	10
4.40	5	1.00	4	1.50	4	0.75	4
5.08	8	0.38	8	-1.33	6	-1.00	6
3.20	14	0.36	8	-0.13	8	-0.13	8
3.33	9	0.00	7	-0.57	7	-0.71	7
-1.00	5	-0.00	5	-0.80	5	-0.80	5
-0.25	4	-0.50	4	-1.00	4	-0.25	4
0.00	6	-0.20	5	-2.00	5	-0.20	5
5.80	5	-2.00	5	-1.40	5	-1.00	5
2.00	2	-0.50	2	-2.00	2	-2.00	2
4.86	7	-0.86	7	-1.29	7	-0.43	7
10.50	4	-0.25	4	-0.00	4	-1.00	4
10.38	8	-0.21	7	-0.43	7	-0.29	7
6.00	4	-1.75	4	-1.00	4	-0.00	4
10.60	10	-0.63	8	-0.38	8	-0.50	8
5.33	8	-0.38	8	-0.38	8	-0.13	8
8.17	12	-0.08	12	-1.42	12	-0.17	12
2.92	12	-0.08	12	-0.67	12	-0.25	12
5.63	8	-0.71	7	-0.00	7	-0.29	7

Table E-2

GAIN SCORE CLASS AVERAGES
1968-69

SB		PSI		AH-WPPSI		GUMP		BP		MP		FI	
GN	N	GN	N	GN	N	GN	N	GN	N	GN	N	GN	N
0.25	8	7.50	8	0.71	7	9.29	7	0.25	8	1.38	8	0.00	8
3.67	6	10.60	5	0.60	5	6.20	5	0.33	6	1.33	6	0.83	6
2.00	2	1.50	2	1.50	2	1.00	2	0.00	2	2.00	2	0.00	2
0.86	7	10.25	8	14.13	8	9.25	8	0.29	7	0.14	7	0.29	7
0.00	0	23.00	1	10.00	1	10.00	1	0.00	0	0.00	0	0.00	0
6.00	1	5.00	1	18.00	1	8.00	1	0.00	1	1.00	1	3.00	1
18.33	3	16.00	4	13.25	4	5.25	4	0.33	3	2.00	3	2.00	3
0.75	4	10.25	4	11.25	4	0.00	0	0.50	4	1.75	4	0.75	4
1.29	7	5.40	5	10.00	6	4.00	4	0.00	7	1.57	7	0.86	7
11.54	13	2.92	13	1.85	13	8.71	7	1.46	13	1.69	13	1.69	13
1.75	8	5.14	7	20.14	7	12.75	4	1.00	8	0.25	8	0.63	8
7.71	7	0.11	9	4.00	7	5.83	6	0.14	7	0.14	7	0.43	7
14.00	13	9.08	13	6.00	12	9.77	13	0.33	12	1.83	12	0.33	12
5.67	12	12.54	13	7.73	11	8.10	10	1.17	12	1.25	12	0.67	12
9.58	12	15.89	9	13.56	9	6.50	10	0.42	12	0.00	12	0.42	12
6.00	3	3.75	4	0.00	4	8.50	4	0.00	3	0.33	3	0.00	3
9.33	3	20.20	5	2.75	4	11.00	5	0.20	5	1.40	5	0.00	5
12.86	7	8.57	7	1.83	6	7.67	6	0.00	7	0.43	7	0.86	7
10.38	8	8.00	6	4.17	6	0.11	9	0.22	9	0.44	9	0.11	9
10.20	10	10.71	7	4.71	7	7.11	9	0.40	10	0.90	10	0.10	10
27.00	1	0.00	0	0.00	0	34.00	1	0.00	1	0.00	1	3.00	1
0.63	19	8.34	16	5.88	16	11.06	17	0.52	21	1.23	21	0.87	21
5.50	6	0.00	0	0.57	7	9.43	7	0.29	7	0.14	7	0.29	7
2.50	8	12.63	8	2.25	8	1.50	8	0.00	8	0.38	8	0.13	8
8.17	6	8.43	7	8.43	7	4.00	5	0.14	7	0.57	7	0.29	7
13.00	2	16.50	2	3.00	1	18.00	2	0.50	2	0.50	2	0.50	2
3.80	10	9.30	10	7.20	10	4.22	9	0.00	10	0.50	10	0.20	10
4.38	8	5.25	8	4.38	8	8.17	6	0.38	8	1.00	8	0.50	8
4.86	7	3.43	7	11.86	7	11.71	7	0.29	7	0.14	7	0.00	7
4.67	6	3.67	6	11.00	6	3.00	6	1.00	6	0.83	6	0.67	6
0.56	9	8.25	8	13.38	8	5.38	8	0.11	9	0.78	9	1.00	9
6.50	6	7.20	5	5.33	6	10.50	6	0.83	6	1.50	6	0.67	6
4.25	8	6.14	7	16.13	8	1.14	7	0.88	8	0.25	8	0.50	8
8.00	8	12.00	7	9.40	5	11.63	8	1.88	8	2.13	8	0.88	8
4.56	9	10.11	9	15.56	9	10.63	8	0.00	9	1.00	9	0.11	9
12.67	9	10.22	9	10.67	9	3.22	9	0.11	9	0.00	9	0.00	9
8.63	8	10.38	8	12.13	8	7.63	8	0.75	8	0.25	8	0.50	8
8.00	9	11.88	8	10.50	8	4.44	9	0.22	9	0.11	9	0.56	9
8.50	8	5.13	8	6.00	8	11.38	8	0.38	8	1.63	8	0.63	8
9.46	11	9.36	11	8.70	10	8.33	9	0.73	11	1.36	11	0.09	11
2.50	2	3.50	2	9.00	2	8.00	2	0.00	2	1.00	2	0.00	2
10.22	9	9.33	9	12.89	9	9.11	9	0.44	9	0.22	9	1.33	9
11.25	4	7.60	5	10.20	5	7.20	5	0.17	6	2.00	6	1.00	6
0.25	4	9.50	4	21.00	4	7.75	4	0.60	5	0.60	5	0.00	5
4.00	13	11.31	13	15.39	13	6.23	13	0.08	12	0.80	12	0.08	12
10.93	14	11.86	14	22.47	15	8.13	15	0.50	14	1.93	14	0.57	14
0.00	0	16.62	13	23.39	13	8.92	13	0.00	14	0.57	14	0.79	14
6.92	13	10.69	13	16.15	13	3.25	12	0.62	13	0.54	13	0.23	13
10.20	10	13.83	12	12.42	12	8.15	13	0.33	12	0.17	12	0.33	12
9.67	12	12.40	15	12.27	15	10.87	15	0.67	15	0.53	15	0.73	15
8.86	14	13.50	12	1.13	12	4.50	14	0.93	14	0.21	14	0.07	14
0.00	12	3.27	11	9.55	11	2.64	14	0.08	13	4.46	13	2.23	13
4.00	16	8.69	16	1.81	16	3.00	16	0.46	13	3.14	14	1.00	15
3.00	8	7.78	9	8.33	9	8.44	9	0.25	8	0.71	7	0.75	8
0.91	11	10.36	14	5.64	14	1.50	14	0.50	10	3.20	10	0.70	10
4.25	8	16.82	11	9.67	12	4.10	10	1.50	8	0.38	8	0.25	8
2.60	10	5.25	8	5.13	8	11.14	7	1.80	10	1.10	10	0.80	10
1.89	9	6.00	8	7.63	8	6.86	7	0.67	9	1.67	9	0.78	9
3.80	8	8.63	8	11.88	8	7.22	9	0.57	7	2.14	7	0.63	8
3.38	8	3.00	8	8.75	8	12.43	7	0.13	8	0.13	8	0.63	8

Table E-2 (continued)

SE		FSI		AHSORSI		LHIP		BP		MP		FI	
GN	N	GN	N	GN	N	GN	N	GN	N	GN	N	GN	N
4.91	11	9.25	14	7.71	14	3.20	15	0.21	14	0.07	14	0.79	14
9.54	13	9.38	13	11.21	14	7.57	14	0.85	13	2.15	13	0.31	13
10.90	14	9.36	14	10.79	14	11.85	13	0.15	13	1.00	13	0.39	13
0.00	0	6.58	12	5.75	12	7.08	12	0.00	0	0.00	0	0.00	0
7.01	11	8.25	12	12.65	13	9.46	13	0.25	12	1.92	12	1.50	12
7.88	8	9.00	8	7.50	8	2.75	8	0.00	8	0.00	8	0.38	8
8.88	17	11.35	17	12.82	17	5.63	16	0.24	17	0.06	17	0.06	17
10.70	15	12.09	13	14.36	14	5.21	14	0.73	15	0.60	15	0.60	15
1.86	7	0.86	0	0.00	0	3.57	7	0.14	7	0.14	7	0.57	7
6.25	16	14.00	14	15.03	15	6.44	16	0.18	16	1.44	16	0.19	16
10.60	15	8.91	11	5.97	11	10.60	13	0.53	15	1.67	15	1.13	15
7.23	13	5.23	9	21.60	10	5.78	10	0.62	13	0.54	13	0.23	13
5.67	6	10.33	6	3.50	6	10.00	6	0.17	6	0.33	6	0.17	6
0.56	9	4.00	9	8.56	9	6.78	9	0.11	9	2.11	9	0.67	9
0.20	5	8.50	2	4.50	2	4.00	3	0.60	5	0.20	5	0.00	5
0.75	4	9.00	2	15.50	2	6.67	3	0.75	4	1.25	4	0.25	4
0.17	6	7.60	5	7.60	5	12.00	6	0.50	6	0.00	6	0.33	6
0.67	3	9.33	3	10.67	3	8.00	3	2.00	3	0.67	3	0.67	3
1.00	2	6.22	9	19.11	9	6.14	7	0.38	8	1.00	8	0.88	8
0.29	7	9.14	7	14.71	7	5.00	7	0.14	7	2.86	7	1.57	7
7.20	5	9.00	5	6.40	5	9.25	4	0.00	5	0.40	5	0.20	5
1.13	8	5.75	8	20.25	8	8.14	7	1.25	8	0.38	8	0.13	8
3.86	7	2.83	6	5.50	6	8.67	7	0.86	7	0.29	7	0.43	7
2.83	6	5.80	5	1.00	5	12.67	6	0.50	6	2.67	6	0.67	6
7.44	9	6.78	9	7.56	9	7.44	9	0.22	9	0.00	9	0.56	9
1.75	8	6.75	8	3.88	8	9.38	8	0.00	8	1.50	8	0.38	8
3.33	9	7.44	9	2.44	9	6.22	9	0.50	10	0.10	10	0.70	10
2.50	14	5.93	14	11.57	14	9.15	13	0.14	14	0.50	14	0.50	14
7.92	13	9.92	13	10.23	13	11.54	13	0.31	13	0.39	13	0.15	13
4.80	10	8.80	10	10.30	10	6.90	10	0.40	10	0.10	10	0.00	10
5.67	6	9.33	6	6.83	6	11.50	6	0.00	6	1.83	6	1.17	6
1.86	7	10.50	8	12.25	8	9.71	7	0.86	7	0.57	7	0.00	7
3.80	8	8.56	9	10.33	9	11.11	9	0.11	9	0.11	9	1.11	9
4.50	4	14.33	3	3.00	3	11.67	3	0.25	4	1.50	4	0.75	4
6.83	6	11.50	4	7.75	4	10.60	5	1.00	6	0.50	6	0.83	6
10.00	7	7.89	6	4.33	6	10.00	6	0.71	7	1.14	7	0.43	7
4.43	7	13.78	9	3.33	9	3.57	9	0.43	7	1.14	7	0.29	7
1.20	5	14.25	4	1.75	4	9.25	4	1.40	5	0.60	5	0.20	5
2.10	10	7.67	9	11.11	9	10.40	10	0.40	10	0.50	10	0.20	10
2.67	9	9.89	9	9.56	9	12.56	9	0.11	9	2.11	9	0.33	9
7.14	7	12.00	8	8.00	8	9.67	6	0.71	7	2.14	7	2.00	7
1.38	8	7.57	7	11.00	8	8.89	9	0.14	7	1.71	7	0.57	7
4.80	5	1.00	4	6.75	4	17.25	4	0.60	5	0.00	5	0.20	5
12.67	6	12.60	5	4.40	5	8.00	6	0.17	6	3.50	6	2.00	6
1.82	11	9.80	10	3.30	10	7.82	11	0.82	11	0.64	11	0.46	11
6.83	6	6.67	6	4.83	6	10.00	6	0.17	6	1.17	6	1.33	6
1.36	14	13.60	15	11.06	16	6.33	15	0.21	14	0.79	14	0.57	14
5.13	15	13.07	14	8.54	13	5.60	15	0.07	14	0.07	14	0.07	14
8.43	7	10.38	8	10.00	8	6.25	8	0.57	7	0.43	7	0.29	7
4.25	12	13.60	13	7.42	12	5.39	13	0.55	11	0.09	11	0.18	11
3.10	19	15.79	19	10.37	19	11.61	18	0.21	19	0.42	19	0.32	19
4.27	15	15.56	18	10.30	19	4.80	15	0.20	15	0.67	15	0.13	15
0.20	20	11.75	20	16.30	20	9.39	18	0.47	19	0.42	19	0.05	19
3.44	18	6.00	15	6.21	19	8.19	16	0.26	18	0.28	18	1.06	18

Appendix F

Relationships of Child, Family and Program Variables to Gain Scores

Table F.1

RELATIONSHIP BETWEEN SEX AND MEAN GAINS ON THE SEVEN OUTCOME MEASURES

A. Sex and Mean Gain Scores on SB, PSI and AH-WPPSI

Sex	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Score	R Gain	A Gain	N	Score	R Gain	A Gain	N
Male	54	87.56	4.79	-.27	514	32.97	9.60	-.22	501	20.38	9.34	-.64	506
Female	54	89.08	4.85	.28	486	34.72	9.16	-.13	482	23.46	9.58	.64	491
Pooled Variance			103.98	81.97			59.75	47.18			163.18	142.49	

B. Sex and Mean Gain Scores on GUMP, BP, MP and FI

Sex	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain+	N
Male	34.10	7.52	-.28	495	.65	-.08	-.05	515	1.63	-.16	.12	516	.76	-.13	.07	518
Female	34.40	7.59	-.08	487	.62	-.10	-.08	495	1.63	-.25	.03	494	.79	-.27	.04	494
Pooled		63.69	53.43			1.72	1.04			5.92	3.55			1.84	.98	

+ Significant at .05 Level.

Table F.2

RELATIONSHIP BETWEEN FAMILY STRUCTURE AND MEAN GAINS ON THE SEVEN OUTCOME MEASURES

A. Family Structure and Mean Gain Scores on SB, PSI and AH-WPPSI

Family Structure	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Mother only	53	87.85	4.21	-.75	255	33.53	9.15	-.51	243	19.32	10.54	.20	245
Mother and Father	54	88.32	5.07	.26	428	33.58	9.95	.31	430	22.48	9.37	.10	439
Mother, Father and Adult Relative	55	86.36	5.51	.07	53	32.50	11.25	1.28	56	23.09	8.86	-.20	57
Pooled Variance			100.39	78.00			60.23	47.16			162.27	143.01	

B. Family Structure and Mean Gain Scores on GUMP, BP, MP and FI

Family Structure	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Mother only	33.60	7.35	-.68	242	.80	-.11	.01	252	1.58	-.16	.08	252	0.68	-.16	-.02	252
Mother and Father	34.05	8.05	.22	436	.51	-.03	-.09	434	1.52	-.11	.09	434	0.78	-.18	.02	434
Mother, Father and Adult Relative	34.11	7.82	.02	55	.42	.04	-.08	55	1.80	-.64	-.23	55	1.00	-.42	-.02	55
Pooled Variance		64.85	54.30			1.74	1.10			5.95	3.63			1.81	.96	

Table F.3

RELATIONSHIP BETWEEN MOTHER'S EMPLOYMENT STATUS AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Mother's Employment Status and Mean Gain Scores on SB, PSI and AH-WPPSI

Mother's Employment	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Not working, not looking	53	87.56	4.80	-.25	426	31.75	10.19	-.01	412	20.33	9.62	-.38	419
Not working, but looking	55	87.25	5.00	-.16	121	35.51	8.59	-.46	125	21.91	11.06	1.60	126
Yes, part time	55	86.96	5.28	.03	103	36.17	8.79	-.06	103	24.00	9.36	.60	104
Yes, full time	55	88.25	5.91	1.08	185	35.68	99.80	.80	185	23.69	10.10	1.24	186
Pooled Variance			100.94	78.20			60.75	47.59			161.99	142.23	

B. Mother's Employment Status and Mean Gain Scores on GUMP, BP, MP and FI

Mother's Employment	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N
Not working, not looking	33.36	7.94	-.20	414	.67	-.16	-.11	428	1.58	-.13	.11	428	.81	-.30	-.06	428
Not working, but looking	34.48	7.69	.07	123	.78	-.27	-.16	124	1.46	-.11	.04	124	.65	-.06	.06	125
Yes, part time	34.38	8.05	.37	106	.50	.03	-.03	106	1.69	-.03	.29	106	.78	-.06	.17	106
Yes, full time	35.31	6.85	-.39	191	.53	.16	.12	187	1.44	-.17	-.03	187	.59	.01	.06	187
Pooled Variance		63.46	52.69			1.71	1.08			5.88	3.61			1.79	.96	

+ Significant at .05 Level.

Table F.4

RELATIONSHIP BETWEEN NUMBER OF FAMILY MOVES IN PAST THREE YEARS AND MEAN GAINS ON THE SEVEN OUTCOME MEASURES

A. Number of Moves in Past Three Years and Mean Gain Scores on SB, PSI and AH-WPPSI

Number of Moves in Last Three Years	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
None	55	87.58	4.88	-.17	361	34.70	9.40	.10	356	23.42	10.17	1.22	362
One	54	86.72	5.64	.32	211	33.33	10.02	.30	198	21.15	8.84	-.88	201
Two or More	53	87.40	3.58	-1.07	177	32.82	9.54	-.33	175	19.84	9.92	-.25	179
Pooled Variance			105.40	80.82			62.24	48.61			160.90	143.20	

B. Number of Moves in Past Three Years and Mean Gain Scores on GUMP, BP, MP and FI

Number of Moves in Last Three Years	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
None	34.48	7.71	.08	364	.56	-.01	-.04	369	1.56	-.07	.16	369	.74	-.14	.06	370
One	33.71	7.78	-.20	202	.60	-.11	-.11	209	1.51	-.25	-.06	209	.74	-.28	-.09	209
Two or more	33.61	7.65	-.38	175	.65	-.12	-.09	175	1.47	-.09	.07	175	.62	-.14	-.05	175
Pooled Variance		65.18	54.18			1.70	1.05			5.87	3.63			1.72	.92	

Table F.5

RELATIONSHIP BETWEEN MOTHER'S ASPIRATIONS CONCERNING CHILD'S EDUCATIONAL-OCCUPATIONAL ADVANCEMENT AND MEAN GAINS ON THE SEVEN OUTCOME MEASURES

A. Mother's Aspirations and Mean Gain Scores on SB, PSI and AH-WPPSI

Mother's Aspirations	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain*+	N	Pre Score	R Gain	A Gain	N
Low	55	80.72	6.38	-.88	74	27.42	8.99	-2.53	77	16.88	10.24	-.92	75
Medium	54	87.70	5.15	.14	341	32.86	10.55	.69	328	21.17	9.53	-.19	337
High	54	88.83	4.83	.18	441	35.69	8.94	-.06	440	23.10	9.79	.73	447
Pooled Variance			100.47	78.16			59.78	46.69			162.28	142.40	

B. Mother's Aspirations and Mean Gain Scores on GUMP, BP, MP and FI

Mother's Aspirations	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	30.73	7.65	-1.70	74	.72	-.07	.01	75	1.67	-.04	.26	75	.64	-.16	-.05	75
Medium	33.43	7.88	-.22	343	.58	-.05	-.06	346	1.57	-.14	.08	346	.71	-.26	-.09	347
High	35.07	7.49	.13	441	.64	-.07	-.05	447	1.55	-.16	.05	447	.78	-.13	.10	447
Pooled Variance		64.87	54.08			1.73	1.09			5.93	3.64			1.80	.97	

* Substantial Result.

\+ Significant at .05 Level.

Table F.6

RELATIONSHIP BETWEEN MOTHER'S EXPECTATIONS CONCERNING CHILD'S EDUCATIONAL ADVANCEMENT AND MEAN GAINS ON THE SEVEN OUTCOME MEASURES

A. Mother's Expectations and Mean Gain Scores on SB, PSI and AH-WPPSI

Mother's Expectations	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N
Low	54	86.36	5.30	-.14	513	32.08	9.75	-.34	499	20.73	9.72	-.14	507
Medium	55	88.64	4.52	-.19	250	36.05	9.28	.39	252	23.16	9.11	.07	256
High	52	92.38	4.94	1.44	91	37.82	8.82	.47	89	24.48	10.89	2.30	91
Pooled Variance			99.22	77.40			59.55	46.94			160.48	141.96	

B. Mother's Expectations and Mean Gain Scores on GUMP, BP, MP and FI

Mother's Expectations	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	33.49	7.50	-.58	513	.62	-.05	-.03	517	1.68	-.21	.11	517	.78	-.23	-.01	518
Medium	34.72	7.83	.31	250	.65	-.09	-.06	254	1.33	.06	.11	254	.60	-.02	.06	254
High	35.58	8.02	.90	90	.54	.05	-.09	94	1.50	-.40	-.22	94	.83	-.32	-.06	94
Pooled Variance		64.61	53.83			1.73	1.09			5.96	3.63			1.79	.97	

\+ Significant at .05 Level.

Table F.7

RELATIONSHIP BETWEEN PARENT PESSIMISM TOWARD LIFE SCALE AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Parent Pessimism Toward Life Scale and Mean Gain Scores on SB, PSI and AH-WPPSI

Parent Pessimism Toward Life Scale	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	53	92.99	4.20	.90	232	35.92	9.27	.35	234	22.95	9.55	.44	240
Medium	54	86.82	5.04	-.26	384	32.91	9.44	-.41	373	22.06	9.53	.12	380
High	54	84.42	5.75	-.31	244	32.22	10.38	.63	241	20.41	10.16	.20	242
Pooled Variance			98.42	76.62			60.66	47.23			162.63	143.03	

B. Parent Pessimism Toward Life Scale and Mean Gain Scores on GUMP, BP, MP and FI

Parent Pessimism Toward Life Scale	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain+	N	Pre Score	R Gain	A Gain	N
Low	34.42	8.05	.40	230	.63	-.17	-.15	230	1.50	-.39	-.21	230	.64	-.05	.06	230
Medium	34.01	7.34	-.51	381	.59	-.03	-.04	392	1.56	-.09	.13	392	.70	-.18	-.01	393
High	33.88	7.94	.04	249	.67	-.01	.04	251	1.61	-.10	.25	251	.88	-.31	-.01	251
Pooled Variance		62.81	52.09			1.73	1.10			5.91	3.57			1.79	.97	

+ Significant at .05 Level.

Table F.8

RELATIONSHIP BETWEEN ACCESSIBILITY OF ADULTS AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Accessibility of Adults and Mean Gain Scores on SB, PSI and AH-WPPSI

Accessibility of Adults	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain+	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	54	86.50	4.47	-.93	234	32.07	10.22	.13	229	19.65	10.85	.62	226
Medium	54	87.28	5.45	.31	456	33.75	9.74	.15	451	22.09	9.54	.14	466
High	53	90.65	4.77	.71	171	36.24	8.69	-.14	170	23.75	8.85	.01	172
Pooled Variance			100.69	77.76			60.34	42.27			162.23	142.62	

B. Accessibility of Adults and Mean Gain Scores on GUMP, BP, MP and FI

Accessibility of Adults	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	33.37	8.20	.06	228	.71	-.13	-.06	237	1.76	-.25	.12	237	.79	-.18	.05	238
Medium	34.43	7.33	-.32	469	.60	-.11	-.11	459	1.62	-.13	.14	459	.75	-.15	.05	459
High	34.07	7.78	-.03	165	.58	.14	.13	178	1.13	.10	-.11	178	.62	-.24	-.15	178
Pooled Variance		64.65	54.15			1.73	1.10			5.96	3.62			1.80	.97	

\+ Significant at .05 Level.

Table F.9

RELATIONSHIP BETWEEN EXTENT OF PHYSICAL CONTROL AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Extent of Physical Control and Mean Gain Scores on SB, PSI and AH-WPPSI

Extent of Physical Control	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
No physical	54	89.28	4.74	.24	327	35.34	9.48	.38	311	23.46	9.19	.25	318
Mild physical	54	87.31	4.95	-.18	245	33.22	9.21	-.54	251	21.47	9.81	.20	255
Severe	57	79.00	6.28	-1.53	47	31.43	11.38	1.09	42	19.37	11.44	1.12	43
Pooled Variance			98.57	77.39			60.85	47.75			160.81	141.90	

B. Extent of Physcial Control Mean Gain Scores, BP, MP and FI

Extent of Physical Control	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
No physical	34.31	7.75	.05	324	.63	-.02	.00	334	1.51	-.06	.13	334	.68	-.10	.04	334
Mild physical	34.43	7.60	-.05	245	.60	-.15	-.15	247	1.60	-.11	.14	247	.85	-.27	.01	247
Severe	34.33	5.62	-2.07	45	.79	-.15	-.03	48	1.54	.33	.54	48	.67	.10	.24	48
Pooled Variance		63.38	51.57			1.76	1.10			5.70	3.54			1.75	.98	

Table F.10

RELATIONSHIP BETWEEN PARENT DISCIPLINARY REACTIONS TO MINOR RULE INFRACTIONS AND MEAN GAINS ON THE SEVEN OUTCOME MEASURES

A. Parent Disciplinary Reactions to Minor Rule Infractions and Mean Gain Scores on SB, PSI and AH-WPPSI

Parent Disciplinary Reactions	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Do nothing	53	86.73	4.92	-.40	74	34.55	9.83	.49	72	20.97	10.84	1.06	75
Punish	55	86.62	4.81	-.55	328	32.86	10.02	.16	332	21.46	10.23	.61	338
Punish negative behavior and shape positive behavior	53	87.93	6.84	1.91	121	34.33	8.62	-.79	122	22.02	10.12	.70	119
Shape positive behavior	54	89.58	4.97	.56	245	35.17	9.08	-.08	233	22.85	9.27	.13	238
Pooled Variance			99.06	77.67			61.13	48.37			160.37	140.79	

B. Parent Disciplinary Reactions to Minor Rule Infractions and Mean Gain Scores on GUMP, BP, MP and FI

Parent Disciplinary Reactions	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain+	N	Pre Score	R Gain	A Gain	N
Do nothing	34.69	6.41	-1.12	77	.71	.03	.09	75	1.61	.29	-.09	75	.72	-.01	.16	75
Punish	34.42	7.58	-.07	327	.64	-.17	-.14	332	1.50	-.27	.26	332	.71	-.22	-.05	332
Punish negative behavior and shape positive behavior	34.49	7.83	.21	121	.64	-.16	-.13	123	1.53	.06	.56	123	.75	-.18	.02	123
Shape positive behavior	34.14	7.79	.01	241	.62	.01	.02	248	1.50	-.07	.12	245	.68	-.07	.07	249
Pooled Variance		59.22	50.11			1.75	1.08			5.64	3.52			1.75	.97	

+ Significant at .05 Level.

Table F.11

RELATIONSHIPS BETWEEN FREQUENCY OF PARENT VISITS TO HEAD START CENTERS AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Frequency of Parent Visits to Head Start Centers and Mean Gain Scores on SB, PSI and AH-WPPSI

Frequency of Visits	CA	SB				PSI				AH-WPPSI			
		Pre Score+	R Gain	A Gain*	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Infrequent	54	87.36	3.96	-1.16	217	33.21	9.70	-.05	212	22.03	10.32	.89	216
Occasionally	54	86.83	6.09	.80	212	33.67	9.74	.13	203	21.47	10.00	.39	210
Frequent	53	90.01	4.77	.50	194	33.40	10.48	.79	185	22.35	8.20	-1.11	186
Pooled Variance			94.30	76.0			56.72	43.37			163.06	140.34	

B. Frequency of Parent Visits to Head Start Centers and Mean Gain Scores on GUMP, BP, MP and FI

Frequency of Visits	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Infrequent	34.35	7.81	.12	220	.50	-.04	-.10	224	1.50	-.28	-.10	224	.64	-.20	-.08	224
Occasionally	33.95	7.61	-.26	209	.65	-.15	-.12	212	1.74	-.34	.02	212	.75	-.15	.05	215
Frequent	34.28	6.79	-.93	185	.53	.05	.01	188	1.72	-.27	.07	188	.84	-.27	-.00	188
Pooled Variance		60.49	52.50			1.55	1.05			5.46	3.27			1.62	.88	

* Substantial Result.

\+ Significant at .05 Level.

Table F.12

RELATIONSHIP BETWEEN TEACHER'S ETHNICITY AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher's Ethnicity and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher's Ethnicity	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N
Black	55	87.02	5.00	-.23	385	34.76	9.30	.01	400	22.13	10.68	1.29	403
White	54	87.49	5.52	.44	437	33.63	8.96	-.67	418	22.31	8.36	-.96	413
Pooled Variance			105.44	83.56			57.66	46.29			164.01	143.58	

Teacher's Ethnicity	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain+	A Gain	N
Black	34.57	7.13	-.46	409	.60	.02	.02	407	1.59	-.08	.17	407	.76	-.12	.08	407
White	34.25	8.01	.28	417	.70	-.24	-.18	439	1.76	-.51	.13	439	.82	-.29	-.04	441
Pooled Variance		64.05	54.12			1.74	1.04			5.63	3.33			1.79	.94	

+ Significant at .05 Level.

Table F.13

RELATIONSHIP BETWEEN TEACHER'S YEARS OF EDUCATION AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher's Years of Education and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher's Years of Education	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain+	A Gain	N	Pre Score	R Gain+	A Gain*+	N	Pre Score	R Gain+	A Gain+	N
High School and/or some college	56	83.88	6.06	-.18	339	33.82	11.01	1.44	350	21.40	11.34	1.71	353
2-4 years college sequence	54	90.42	3.80	-.33	381	33.88	8.78	-.77	372	22.69	8.24	-.96	368
Work beyond 4-year degree	52	89.63	5.74	1.35	213	32.71	8.62	-1.29	214	21.15	8.78	-.95	213
Pooled Variance			103.43	83.29			58.04	45.86			163.40	142.68	

B. Teacher's Years of Education and Mean Gain Scores on GUMP, BP, MP and FI

Teacher's Years of Education	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain+	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain	A Gain	N
High School and/or some college	34.32	8.04	.33	367	.57	-.14	-.15	365	1.45	-.22	-.08	365	.74	-.25	-.06	365
2-4 years college sequence	34.54	7.49	-.11	357	.72	-.16	-.08	381	1.85	-.48	-.04	381	.89	-.31	-.01	381
Work beyond 4-year degree	33.44	7.16	-.94	209	.62	.08	.09	211	1.53	.02	.22	211	.60	.01	.09	211
Pooled Variance		64.33	54.05			1.73	1.04			5.60	3.34			1.77	.94	

* Substantial Result.

\+ Significant at .05 Level.

Table F.14

RELATIONSHIP BETWEEN TEACHER PREPARATION IN EARLY CHILDHOOD EDUCATION AND DEVELOPMENT AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher Preparation in Early Childhood Education and Development and Mean Gain Scores, SB, PSI and AH-WPPSI

Teacher Prep. in Early Childhood Educ. and Dev.	CA	SB				PSI				AH-WPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain+	N	Pre Score	R Gain+	A Gain	N
None	54	88.69	5.28	.59	316	33.48	8.73	-.94	297	21.63	8.73	-.82	293
Some	54	87.44	4.95	-.14	617	33.65	9.96	.34	639	21.95	9.90	.45	641
Pooled Variance			105.29	83.52			59.80	46.82			164.03	143.05	

B. Teacher Preparation in Early Childhood Education and Development and Mean Gain Scores on GUMP, BP, MP and FI

Teacher Prep. in Early Childhood Educ. and Dev.	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain+	A Gain+	N
None	34.02	7.42	-.42	298	.68	-.22	-.17	316	1.79	-.59	-.19	317	.83	-.33	-.07	318
Some	34.30	7.73	.02	635	.62	-.04	-.02	641	1.54	-.11	.10	640	.74	-.16	.03	641
Pooled Variance		64.51	54.37			1.74	1.05			5.61	3.33			1.79	.95	

\+ Significant at .05 Level.

Table F.15

RELATIONSHIP BETWEEN TEACHER RESIDENCE IN HEAD START NEIGHBORHOOD AND MAIN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher Residence in Head Start Neighborhood and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher Residence in Head Start Neighborhood		SB				PSI				AH-WPPSI			
	CA	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain+	N	Pre Score	R Gain	A Gain+	N
Resides in Head Start Neighborhood	57	84.76	5.92	-.04	275	35.64	10.25	1.24	283	23.54	11.20	2.29	286
Not Resides in Head Start Neighborhood	53	89.03	4.92	.34	542	32.57	9.24	-.71	541	21.28	9.42	-.25	536
Pooled Variance			106.23	83.06			59.21	46.47			164.51	144.13	

B. Teacher Residence in Head Start Neighborhood and Mean Gain Scores on GUMP, BP, MP and FI

Teacher Residence in Head Start Neighborhood	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain+	A Gain+	N
Resides in Head Start Neighborhood	34.96	7.57	.17	281	.53	-.08	-.12	282	1.40	-.08	.03	282	.61	-.03	.06	282
Not Resides in Head Start Neighborhood	34.05	7.36	-.47	536	.66	-.17	-.13	559	1.73	-.45	-.10	559	.80	.24	-.01	561
Pooled Variance		61.21	54.05			1.68	.99			5.38	3.15			1.74	.98	

+ Significant at .05 Level.

Table F.16

RELATIONSHIP BETWEEN TEACHER STIMULATION AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher Stimulation and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher Stimulation	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain+*	A Gain+	N
High	55	86.06	5.21	-.04	292	34.82	9.84	.58	270	22.15	9.56	.17	273
Medium	53	89.30	4.21	-.29	469	34.44	8.66	-.72	481	22.97	7.91	-1.19	477
Low	54	87.02	5.94	.72	218	31.21	10.46	.10	227	19.58	12.51	2.26	230
Pooled Variance			103.94	82.71			59.25	46.94			159.64	140.71	

B. Teacher Stimulation and Mean Gain Scores on GUMP, BP, MP and FI

Teacher Stimulation	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain+	A Gain+	N
High	34.41	8.35	.69	276	.62	-.08	-.06	291	1.57	-.22	-.32	291	.85	-.30	-.03	291
Medium	34.00	7.21	-.64	486	.69	-.02	.04	476	1.78	-.10	.29	476	.78	-.08	.14	479
Low	34.66	7.38	-.17	216	.57	-.26	-.28	236	1.36	-.32	-.24	236	.68	-.29	-.15	236
Pooled Variance		63.58	53.20			1.72	1.03			5.87	3.52			1.84	.97	

+ Significant at .05 Level.

Table F.17

RELATIONSHIP BETWEEN TEACHER SENSITIVITY TO INDIVIDUAL DIFFERENCES AND MEAN GAIN SCORES ON SEVEN OUTCOME MEASURES

A. Teacher Sensitivity to Individual Differences and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher Sensitivity to Ind. Differences	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain+	A Gain+	N
High	53	88.10	5.10	.22	259	33.38	10.26	.56	246	20.66	7.92	-1.97	245
Medium	55	87.60	4.81	-.23	492	33.75	9.43	-.16	477	22.28	9.29	-.04	477
Low	54	89.16	4.84	.30	228	34.29	8.55	-.88	255	22.55	11.19	1.94	258
Pooled Variance			106.55	82.81			59.46	47.00			161.60	140.64	

B. Teacher Sensitivity to Individual Differences and Mean Gain Scores on GUMP, BP, MP and FI

Teacher Sensitivity to Ind. Differences	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain+	A Gain+	N
High	33.25	8.53	.34	252	.62	.04	.05	264	1.65	-.25	.05	264	.83	-.39	-.13	264
Medium	34.50	7.28	-.34	476	.66	-.12	-.08	497	1.51	-.18	.01	497	.70	-.11	.05	498
Low	34.81	7.15	-.33	250	.63	-.19	-.17	242	1.80	-.12	.29	242	.86	-.17	.12	244
Pooled Variance		63.50	53.43			1.72	1.04			5.88	3.56			1.83	.98	

\+ Significant at .05 Level.

Table F.18

RELATIONSHIP BETWEEN TEACHER FACTOR TIII, ART ACTIVITIES AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher Factor TIII, Art Activities and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher Emphasis on Art Activities		SB				PSI				AH-WPPSI			
	CA	Pre Score	R Gain	A Gain	N	Pre Score	R Gain++	A Gain+	N	Pre Score	R Gain	A Gain	N
Low	55	88.66	5.21	0.51	235	35.27	8.22	-.91	225	22.02	9.80	.71	225
Medium	54	87.66	5.54	51	395	32.54	10.06	.10	400	21.33	9.34	-.32	396
High	54	88.95	4.41	-.19	239	31.25	10.92	.57	243	19.77	10.63	.44	248
Pooled Variance			104.27	82.75			51.82	40.97			168.34	147.40	

B. Teacher Factor TIII, Art Activities and Mean Gain Scores on GUMP, BP, MP and FI

Teacher Emphasis on Art Activities	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	35.48	7.29	.12	214	.77	-.23	-.12	237	1.50	-.44	-.26	237	.81	-.19	.05	237
Medium	33.45	8.26	.16	398	.55	-.07	-.10	416	1.52	-.21	-.01	416	.78	-.30	-.07	416
High	34.41	7.59	-.07	253	.62	-.14	-.12	244	1.56	-.38	-.16	244	.72	-.33	-.16	244
Pooled Variance		62.14	51.82			1.58	.93			5.20	2.94			1.80	.87	

* Substantial Result.

\+ Significant at .05 Level.

Table F.19

RELATIONSHIP BETWEEN TEACHER FACTOR TV, ROUTINES AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Teacher Factor TV, Routines and Mean Gain Scores on SB, PSI and AH-WPPSI

Teacher Routines	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N	Pre Score	R Gain	A Gain	N
Low	53	88.08	5.64	.75	186	33.46	8.47	-1.21	191	23.07	8.52	-.55	194
Medium	54	88.57	4.96	.23	479	32.10	10.64	.55	488	20.75	10.66	.81	487
High	55	88.02	5.10	.20	203	34.54	8.97	-.38	186	21.92	8.73	-.73	185
Pooled Variance			104.70	83.63			51.88	40.74			165.00	144.53	

B. Teacher Factor TV, Routines and Mean Gain Scores on GUMP, BP, MP and FI

Teacher Routines	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	33.33	8.23	.07	187	.60	-.07	-.08	187	1.58	-.14	.09	187	.85	-.21	.07	187
Medium	34.74	7.62	.11	480	.61	-.09	-.09	499	1.44	-.32	-.19	499	.67	-.23	-.10	499
	34.00	8.00	.15	196	.70	-.26	-.20	210	1.67	-.46	-.16	210	.95	-.46	-.10	210
Pooled Variance		62.59	52.18			1.60	.93			5.13	2.92			1.79	.87	

\+ Significant at .05 Level.

Table F.20

RELATIONSHIP BETWEEN CLASS FACTOR CII, GROUP ACTIVITIES AND ROUTINES AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Class Factor CII, Group Activities and Routines and Mean Gain Scores on SB, PSI and AH-WPPSI

Classroom Group Activities and Routines	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	56	88.48	4.93	.17	180	33.20	9.50	-.26	202	22.94	10.07	.95	198
Medium	54	87.75	5.24	.24	444	33.32	9.70	-.02	431	21.39	9.45	-.19	435
High	52	89.52	5.00	.58	251	32.17	10.26	.19	240	20.36	10.24	.25	241
Pooled Variance			104.50	83.54			52.57	41.11			167.80	146.94	

B. Class Factor CII, Group Activities and Routines and Mean Gain Scores on GUMP, BP, MP and FI

Classroom Group Activities and Routines	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain	A Gain	N
Low	34.66	7.67	.13	200	.55	-.08	-.11	195	1.40	-.07	.04	195	.77	-.16	.06	195
Medium	34.61	8.04	.47	425	.74	-.25	-.17	454	1.68	-.52	-.21	454	.82	-.37	-.12	454
High	33.36	7.68	-.47	246	.49	.04	-.02	254	1.33	-.13	-.08	254	.67	-.19	-.06	254
Pooled Variance		62.17	51.68			1.58	.92			5.16	2.95			1.79	.87	

\+ Significant at .05 Level.

Table F.21

RELATIONSHIP BETWEEN CLASS FACTOR CIII, SOCIAL-EMOTIONAL INTERACTION AND MEAN GAIN SCORES
THE SEVEN OUTCOME MEASURES

A. Class Factor CIII Social-Emotional Interaction and Mean Gain Scores on SB, PSI and AH-WPPSI

Classroom Social-Emotional Interaction	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain	A Gain	N
Low	55	86.41	6.06	.63	216	35.45	8.53	-.55	215	23.50	9.66	.73	215
Medium	54	88.82	4.28	-.37	421	32.80	10.10	.22	421	20.71	9.40	-.47	425
High	53	89.49	5.71	1.28	238	31.03	10.46	.05	237	20.94	10.69	.90	234
Pooled Variance			103.86	83.06			52.10	41.04			167.66	146.72	

B. Class Factor CIII Social-Emotional Interaction and Mean Gain Scores on GUMP, BP, MP and FI

Classroom Social-Emotional Interaction	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain+	N
Low	35.06	8.23	.87	226	.63	-.14	-.12	214	1.59	-.24	.01	214	.71	-.24	-.08	214
Medium	33.87	7.68	-.23	418	.59	-.08	-.10	451	1.46	-.36	-.21	451	.84	-.39	-.11	451
High	34.23	7.78	.04	227	.70	-.19	-.13	238	1.58	-.30	.07	238	.68	-.09	.05	238
Pooled Variance		62.16	51.64			1.60	.93			5.20	2.95			1.79	.87	

+ Significant at .05 Level.

Table F.22

RELATIONSHIP BETWEEN CLASS FACTOR CV, INSTRUCTION IN CREATIVE ARTS AND MEAN GAIN SCORES ON THE SEVEN OUTCOME MEASURES

A. Class Factor CV, Instruction in Creative Arts and Mean Gain Scores on SB, PSI and AH-WPPSI

Small Group Activities Involving Creative Materials	CA	SB				PSI				AH-WPPSI			
		Pre Score	R Gain+*	A Gain	N	Pre Score	R Gain	A Gain	N	Pre Score	R Gain	A Gain	N
Low	53	84.77	7.36	1.40	223	34.43	9.54	.15	211	20.98	10.98	1.20	212
Medium	54	88.83	4.90	.25	429	32.81	9.62	-.26	443	21.61	9.72	.15	440
High	54	91.25	3.19	-.68	211	32.44	10.24	.26	206	21.82	8.96	-.53	210
Pooled Variance			102.18	83.53			52.51	41.30			169.21	147.88	

B. Class Factor CV, Instruction in Creative Arts and Mean Gain Scores on GUMP, BP, MP and FI

Small Group Activities Involving Creative Materials	GUMP				BP				MP				FI			
	Pre Score	R Gain	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain+	A Gain	N	Pre Score	R Gain	A Gain	N
Low	34.38	7.18	-.50	217	.63	-.23	-.21	228	1.59	-.60	-.35	228	.83	-.22	.04	228
Medium	34.34	8.04	.35	438	.66	-.20	-.16	454	1.56	-.29	-.06	454	.73	-.25	-.06	454
High	34.14	8.32	.54	203	.57	.08	.06	210	1.37	-.08	.00	210	.80	-.39	-.16	210
Pooled Variance		62.37	51.71			1.59	.90			5.20	2.92			1.82	.88	

* Substantial Result.

\+ Significant at .05 Level.